

RECREATION

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RECREATION

in May 1947

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VOLUME FORTY-ONE, NUMBER TWO

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The Wealth of the World

THERE is a new wealth.

There is a new world culture developing.

The new wealth is not gold to be buried in Kentucky.

This new wealth cannot be stolen.

This new wealth can be passed on to one's children without any estate taxes.

This new wealth can be exported and imported without tariff tax.

This new wealth is general enjoyment of living—is abundant living itself.

It is appreciation of music and drama and art and sport.

It is living in the beautiful in music and drama and sport.

It is comradeship in joyous human activity.

It is sharing of the cultures of people.

* * *

This kind of wealth is largely inside the individual.

This kind of wealth is the soul of a people working and playing together.

Once established in the individual, in the home, in the community, all is changed.

People are alive. The community itself lives. The nation finds all values greatly increased.

Exchange this kind of wealth of living between peoples, between nations, and the whole world becomes a different place.

A place of joy and strength.

A place of comradeship.

A place where people will to live because life is so worth while.

HOWARD BRAUCHER

May



Photo by Reynold Carlson

RECREATION

The Singing Yorkshiremen

By LAWRENCE and SYLVIA MARTIN

AS BRITISH SOLDIERS on demob from Germany tumbled out of the train in Manchester one cold midnight last winter, suddenly through the drafty vaults of the station poured a great flood of song. "Hal-le-lu-jah!" thundered the roof. "Hal-le-lu-jah!" echoed the walls.

Dropping their bags, the soldiers stood transfixed. From a platform across the tracks a couple of hundred bundled-up figures were ringing out the paean in rich harmony. "My Gawd! Wot's that?" cried an awe-stricken sergeant.

The porter chuckled. "The choir from 'Uddersfield's been singin' in Blackpool, and their train is late. When they're riled they sing the Hallelujah chorus. 'Tis the loudest music they know."

"Huddersfield!" Many veterans recalled the black Christmas of '44. In Burma, Normandy, in Italy, Christmas had come to them via the BBC. In bunks, foxholes and hospitals, Christmas had meant the Huddersfield Choral Society singing Handel's *Messiah*, that thundering affirmation of faith. All over the world war-weary soldiers had sat down and scribbled their thanks.

You'd no more expect music from Huddersfield than you'd expect a slag heap to burst into bloom. A soot-blackened huddle of stone houses under smoking mill chimneys and leaden skies whose ceiling is normally zero, this town of 123,000 in the West Riding of Yorkshire is part of England's industrial Black Country. Here lives your true Yorkshireman, famous in quip and story, laconic, hardheaded and canny. His is the broadest dialect in England, and the most independent spirit. Two minutes after meeting you, he's calling you by your first name—if he likes you. If he doesn't, you're abandoned with a curt "Mornin'."

Yet from bleak Huddersfield's workaday people pours a torrent of passionate song unequalled anywhere in the world.

Long before the factory towns sprang up, the farmers and home weavers whose sons are now mill hands were caroling on the hills and moors. In the 18th century, when Wesley carried the gospel anew throughout the country, these people

took to it with all the fervor of the early Christians. In hundreds of new chapels, choirs of shouters praised the Lord with lungs made powerful by hard toil. Today more than 5,000 Huddersfield men and women are organized into singing societies. For a hundred years the town has known no day or night which has not been filled with their roof-shaking song.

In the West Riding the great misfortune is to be born without a prime set of vocal chords. The illiterate is the child or adult who can't "read music." Instead of crooning movie hits, the children sing or hum snatches of oratorios as they skip along the streets. Glees, madrigals and hymns pour from the schools and churches—and from factories and pubs. It's an unusual walk on the moors that doesn't bring one within hearing distance of a rich, powerful voice letting go at the horizons with all stops pulled out.

Rehearsal

Pride of England, and Huddersfield's crowning musical glory, is the Choral Society, 330 voices strong. "There's not a better choir in the world," says Dr. Malcolm Sargent, one of England's foremost orchestral conductors. All are unpaid amateurs.

The Yorkshireman sings only for himself. You have only to smuggle yourself into a rehearsal, as we did, to sense the deeply religious feeling that these people otherwise hide away behind a dour facade. To hear Huddersfield sing is to feel that God is somewhere close by. The Choral Society was founded in 1836 by 16 men—merchants, mill hands, and innkeepers. In its first few years it met every Friday on or before full moon, so that the members could find their way home along the lonely roads. But it has been meeting every Friday now, full moon or no, for a hundred years without a break.

Half an hour before rehearsal time, the bare Sunday School is already filled. Members arrive early to gossip and compare notes on other choral groups, for most of them belong to at least one other singing group, and many to five or six.

The majority are middle-aged and elderly, because to be a member of the Choral Society is guarded as one of Huddersfield's highest honors. The chorus is limited to 330 because there's not room for even one skinny soprano more on Town Hall stage, where the concerts that finance the group are held three times a year.

At 7:30 Chorusmaster Herbert Bardgett's baton descended, and a single mass voice shook the old stone walls. After the first shock, the drab hall

became a celestial mansion. They sang Handel's lovely chorus, "For unto us a Child is born, unto us a Son is given." All the joy and hope of the world were in that buoyant melody, tossed from sopranos to altos, from tenors to basses. But Bardgett wasn't satisfied. "I see basses still reading the score who've been with us for 30 years," he said. "Sing from the heart, not from the head."

The two-hour rehearsal passed quickly, and we were out in the little office around the fireplace with people who were no longer shouting seraphim but plain John and Willie, Ivy and Annie, inviting us to "have a wet" at their favorite pub, the "Double Duck," known formally as "The Swan with Two Necks."

"How is it that you sing like that?" we asked.

The group looked to Joe Broadbent expectantly. At 80, and after 60 singing years, he's the Society's grand old man. "That's exactly what Albert Coates asked when he came down to conduct his first rehearsal with us."

The members tried not to look complacent and failed.

"'Tis the hills," said mill-worker Willie Ellis.

"Maybe the air," ventured a housewife.

"T' looms," said another mill hand. "We try to out-sing them."

John Scott, who owns a mill with 62 looms, remarked proudly, "My lads and lasses out-sang them only last week. One of my lasses was about to be married and her fellow workers were serenading her as they worked."

The incident casts further light on the mystery of the Yorkshire voice. Most large choirs are in big cities, their members only choir-acquaintances. But Huddersfield, heart of five valleys, is with its satellite villages a compact unit. People sing together who have played and worked together, and whose parents and grandparents sang together.

But all this could still fail to produce the world's finest mass singing. What counts finally is that the singing Yorkshireman is a perfectionist. He keeps at it until the teamwork comes out right. If chorusmaster or members are dissatisfied with a rehearsal, they'll put everything aside and practice in one another's parlors until they get it perfect.

Old Mr. Broadbent remembered the early days, when the singing was "every man for a'sen (himself)." Enthusiasm was greater than discipline then, as with the double-bass accompanist who, carried away, cried, "Pass me yon resin and I'll show you who t' King of Glory is!" And the conductor who used to lash the choir to greater fury of sound with "Damn your eyes! Praise the Lord!"

Sum of the Parts

But today the individualistic Yorkshireman loses himself utterly in the greater units of the choir. The example of Susan Sunderland had something to do with that.

Wife of a local butcher, Susan was a Choral Society prodigy of the Victorian age, a Jenny Lind who never went on tour. She had a phenomenally beautiful soprano voice, and was several times called to Buckingham Palace for command performances before Queen Victoria, who once told her, "I am Queen of England, but you are queen of song." In spite of her fame, she remained Huddersfield's Susan, singing with the Choral Society for 20 years without any thought of pay. Every Friday she walked through rain and fog the six miles from her home to rehearsal. The yearly Sunderland prize competitions perpetuate the memory of plain Susan.

Since Susan there have been no prima donnas of either sex in Huddersfield. When Chorusmaster Bardgett had to select less than half of the 330 for Columbia's 38-sided recording of the *Messiah*, and for recordings of Holst's *Hymn of Jesus*, and Elgar's *Dream of Gerontius*, there was no protest from those left out.

The choralists, once notorious as Yorkshire's noisiest singers, have learned to sing more softly than any other choir. In our after-rehearsal get-together, however, it was evident that the singing Yorkshireman remained true to his native tradition when one said, "T' BBC ran a Messa'ah at t' Albert Hall in London wi' a thaasand voices but they coudna' touch us. We lifted roof off wi' nobbut three 'underd on us."

A choralist counts his length of service by the number of Messiahs he's sung. Contralto Annie White "has been 35 Messiahs." "'Tis nowt," she says. "There's Willie Ellis wi' 39, and Joe Broadbent wi' 60!"

Handel's great oratorio has been performed annually for a century on the Friday before Christmas. Weeks before that high event, the talk among the townsmen reminds one of discussions in Brooklyn or Detroit before the World Series. Instead of being about a pitcher's arm or a batter's eye, it's concerned with the rumor that "the basses are off this season. Now, I mind the *Messiah* of 1907. . . ." The Huddersfield public is an audience of experts, for everybody knows the score by heart.

Not even the war interrupted the Friday rehearsals. The wartime morale film, *Heart of Britain*, showed the choir rehearsing the Hallelujah

in a chapel while bombs were falling all around and houses going up in flames. Churchill was so moved by the film that he had it run off for Roosevelt. It symbolized the common man's shout of defiance to the forces of evil, and his faith, in the midst of violent death and destruction, that the good would win out.

Nor was it make-believe. All through the blitz, with bombs crashing and the drone of enemy planes in the air, the choir met as usual. As they had out-sung Wesley's devil so they out-sang the worst the Nazis sent over, groping their way to the hall in the blacked-out nights.

The Choirs

Besides the Choral Society there are a score of excellent choirs, large and small, in and around Huddersfield. The Glee and Madrigal chorus keeps up the folk-song tradition. The Amateur Operatic has been playing Gilbert and Sullivan and musicals like the *Vagabond King*, *Merrie England*, and *Erminie*, since 1896. Instrumental music is well represented with orchestras of various sizes performing chamber music and popular luncheon and holiday-at-home concerts, all free to the citizens.

Many a Huddersfield business, professional, and working man who hasn't voice enough for even the lowliest choir, but who has music in his soul, devotes himself without pay to the administrative side of local music. Among many such are mill manager A. Guy Crowther, president of the Choral Society, and building society manager Frank Netherwood, who is the managerial brains of several singing groups.

Malcolm Sargent is the latest of a long line of great conductors who have come up to lead the

choir for its public concerts. The list includes Elgar, Henry Coward, Coleridge Taylor, Vaughn Williams, Albert Coates, and Hamilton Harty.

In their formal dress, the plain men and women of Huddersfield make a brave show packed on the big stage between a symphony orchestra and an organ. But where they really belong is on their native hills and moors. There, in the summer, unconsciously obeying traditions whose beginnings lie in a past beyond the West Riding's recorded history, they go out in throngs for Sunday and holiday "sings."

Such sings are traditionally held on the first Sunday in May, and on Whitsun and Trinity Sunday. The singing Yorkshireman tramps long distances to the villages to swell the nucleus of the local choir, going from one to another. On these occasions all Huddersfielders who have moved away swarm back to the home country.

The white GIs quartered around the town during the war were nice chaps, the people will tell you. You feel somehow that they're damning our boys with faint praise. Then the reason emerges. There were also Negro troops who, after they'd heard the singing, formed their own chorus and performed spirituals. After that the West Riding felt more confidence in America.

Yes, the singing Yorkshireman belongs on his native moors. When he dons black with an unfamiliar wing collar, and his wife fits her ample figure into a white gown, it is only because the chance to sing together is worth even this strange fuss. But the singing Yorkshireman knows in his bones that the true walls for full-throated hallelujahs are the rugged hills, that the right ceiling is the West Riding's reluctant blue sky. Here he can let his voice out to full dimension, and praise the Lord for the gift of a good life.

"THE PEOPLE DO NOT MAKE songs and poems for themselves. Folk songs and poems come from far back, and like any song or any poem they have had beginnings in a single mind. What the people of a country do with the music they take over for themselves, and the poems they take over for themselves, is to pass them along from hand to hand, from mouth to mouth, until they wear smooth in the shape the people—this particular people—is obliged to give them. . . . The people . . . who can leave their mark on the words or the music of a country, leave it for a long time and in an honorable place."

—Archibald MacLeish in *Our Singing Country*



Waterford Town

TO SEE THE QUIANT little town of Waterford, Virginia, is to know that it has a history of which it is proud. To visit it during the annual exhibit of the work of local artists and craftsmen is to be convinced that it has a present in which its citizens find real joy in creative living, and a future in which there is a promise of a continuously richer life for all. Waterford has found a way to use its fine traditions as a springboard rather than as a hitching-post.

About three years ago, says a citizen, "a small group of neighbors, more by accident than premeditation, found they were interested in the restoration of Waterford, in the preservation of its historical old homes and buildings, and in the revival of its former crafts and industries." This was during the war. Gasoline rationing kept people at home. There was time to sit around and talk. And these few neighbors talked about the future of their town—a future which might be built upon the firm foundation of two centuries of fine living. They decided they could begin immediately. That the beginning was at a time when small communities must draw upon their own resources for recreational and cultural activities may have contributed to the instantaneous and wholehearted response. At any rate, people were interested.

A three-day exhibit of arts and crafts "typical of Loudoun County" was planned. A committee invited residents of the area to send to a central place the treasures they had inherited from the past or the products of their own craftsmanship. Members of the committee were not content with a general invitation. They talked with individuals who were known to have things that should be

Building on Old Foundations*

By JEAN and JESS OGDEN

exhibited. They did not risk having either modesty or lack of comprehension on the part of these individuals interfere with the plan. Then they urged the residents of the little town and the surrounding county to see the display.

The First Year

That first year there were more than 350 exhibits entered by 70 exhibitors and seen by about 600 visitors. Each visitor received an attractive little folder telling the story of Waterford and announcing the organization and aims of the sponsoring group as follows:

Because of Waterford's historical significance and quaint charm, a group of people have, during the past year, united under the name of The Waterford Foundation, Incorporated, in an effort to try to revive and stimulate community interest in recreating the town of Waterford . . . with its varying crafts and activities.

The aims of the present exhibit of arts and crafts . . . are to publicize the Waterford Foundation by informing the people of the county of its aims and objectives; to encourage the people of the county, especially those of the Waterford area, in the practice and spread of such handicrafts as the weaving of cloth, blankets, and rugs, the making of brushes, brooms, baskets, and furniture, chair-covering, bed-quilt making, illustration and illumination, and other similar work; and to provide useful and remunerative employment for those with ability and capacity for handcraft work.

The first exhibit was an unqualified success. Everyone reveled in the display of fine old pieces of furniture, exquisite needlework, wrought iron hinges, hand-woven coverlets. The products of skilled artisans of the past stood side by side with those of their descendants who had carried on the heritage. Some visitors were reminded of things they owned or had made which should have been displayed. Others were inspired to try their own hands at similar production. Plans for "next year's exhibit" were discussed spontaneously and with enthusiasm.

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"It was immediately apparent," said one of the initiators of the idea, "that it was possible to stimulate a great deal of interest in the work."

One of the county papers prophesied that "out of the exhibit could come the revival of small industries engaged in the varying handicrafts that flourished in the early days of Waterford and the inauguration of new ones."

"There was a feeling amongst the thoughtful," another paper reported, "that the Foundation had sponsored an event that offered the possibility—even the strongest probability—of constructive undertakings when war is done, in which Loudoun folk might find profitable and congenial employment."

The first exhibit had been held in one of the beautiful old homes of the community, formerly the Friends' Meeting House. The Friends' Meeting had been established in 1733 and the building erected in 1775. It had been restored, after a fire, in 1868 and had continued to serve the Friends until the meeting was "laid down" (discontinued) in 1929. It then became a private home. Though this was a peculiarly suitable place for such an exhibit, the response of the community indicated the need for larger and less personal headquarters. The 1945 exhibit, therefore, was planned for the school auditorium. It, too, was held for three days—Friday, Saturday, and Sunday. Whereas the first exhibit had attracted a total of 600 visitors, the second one averaged that number for each day. Local people who had attended before came again and brought their friends. They mingled with guests from 21 states, from Canada and from Russia.

The number of exhibits had increased, and these together with the greater number of handcraft articles produced and offered for sale attested to the stimulation and inspiration of the first exhibit. Sales of articles more than quadrupled. The supply did not nearly equal the demand. Orders were taken, by exhibiting craftsmen, to be filled during the winter. It seemed as if an industry were indeed launched.

For Fun

But something else had happened too. People were making things because they liked to. Woodcarving, weaving, painting, pottery, metal work were exhibited by persons who had no desire to sell. People who enjoyed similar arts or crafts had begun meeting and working together. A sketching club of women from 16 to 60 was meeting regularly. They had no "teacher" but criticized each other's

work. A "hot-sketch" display of one day's work formed one of the most interesting corners of the 1946 exhibit.

The art of community singing was revived. There had been a tradition of singing Christmas carols. In 1941, a handful of residents had gotten together with a talented local leader to rehearse before Christmas and had sung carols through the streets on Christmas Eve. Each succeeding year interest and participation increased. The fall following the first exhibit, these singers decided that singing was appropriate and would be fun throughout the year. They began fortnightly rehearsals as the Waterford A Cappella Chorus. During the past three years this chorus of more than 50 voices has become an important part of the cultural life of the community, and its programs are in continuous demand throughout the county. The singers, too, are interested in perpetuating and building upon the traditional and the indigenous. The program it gave for visitors at the 1946 exhibit consisted largely of old English and Irish folk songs and Negro spirituals.

Growth and Objectives

By the time of the third annual exhibit (October, 1946) the Waterford Foundation had the Old Mill ready to serve as its headquarters. Need for a permanent center for the work had been apparent from the beginning. Two interested residents had advanced \$3,000 the first year. The Board of Directors of the Foundation preferred to consider this as a loan. It was used to purchase an old house. After restoration was begun, the house was sold at a good profit. The Foundation then bought the picturesque Old Mill which stands on the site

Living past



of the earliest settlement of Waterford. Part of the building is believed to date back to 1740. It had continuous existence as a mill until 1930. It is a three-story spacious brick building and can well serve as a community center with space for permanent displays, rooms for classes in handcrafts or for hobby clubs, and even as a permanent shop which may become a part of the program.

Its capacity was put to a severe test on the third day of the 1946 exhibit. Interest in what Waterford was doing had spread far beyond the confines of Loudoun County. Many guests had driven out from Washington. Others had come from eastern and central Virginia and nearby Maryland. License plates from many other states appeared on cars parked in the large vacant lot designated for the purpose. Registration on the first day had reached 600; on the second, 1,200; and on this third day, almost 2,000. In addition there were hundreds of visitors who did not trouble to register.

To have this many visitors in a town of less than 300 inhabitants on a Sunday afternoon might well have upset its serene dignity. But Waterford was prepared. Dozens of volunteers offered their services to the guests in the parking lot, in the school auditorium where dinner was served, in the Old Mill in which the exhibits were housed, in the houses opened for inspection, and in the church where the community chorus sang. The number of children helping in various ways promised well for passing on the heritage to the next generation—and this is an important objective of the Foundation.

The long-range objectives also include restoration of all the old buildings. This is to be achieved through encouraging private initiative rather than through a public program. Evidences of real prog-

ress are already apparent. Twenty-three houses and public buildings were listed in this year's program as ready for inspection. Among these were the Old Mill; the small stone jail which now boasts "no padlock, jailer, or door;" the weaving house where once lived the community weaver "who not only worked on his own looms in that little house, but also rode around to different homes in the community to set patterns on their looms;" the home and workshop of an outstanding Negro artisan, "famous locally for his basketry, chair seating, and broom making;" and several charming homes remodeled or restored.

The absence of commercialism is a distinctive and delightful feature of the whole enterprise. This is the result of planning rather than accident. The policy of the Foundation is to have "completely free participation." Hence there is no charge either for exhibiting or for admission. At the same time, there are expenses to be met, and the Board of Directors must plan for this. A commission of 10 percent is charged on all sales. These sales amounted to about \$100 the first year. By the third year, the total had climbed to almost \$2,000. To provide additional funds the board has this year created a "sponsoring-supporting membership entitling such persons as shall contribute not less than \$10 to be sponsor-supporting members of the Waterford Foundation for the year in which said contribution is made." Indications are that income from this source will be considerable. Whether it will be sufficient, is as yet not known.

"But when the time comes," said one member of the board, "to do something more, we shall know. Our Quaker background is a help there." Certainly the success of each step taken thus far seems to justify her faith.

Aids for Your Program

THOSE OF YOU who are always on the lookout for new program material—and who isn't?—will be interested in three series of recorded dramatizations which have been prepared by the Joint Radio Committee of the Congregational Christian, Methodist and Presbyterian U.S.A. Churches. Each series is available both in transcriptions recorded at 33 1/3 r.p.m. and in victrola records recorded at 78 r.p.m. The transcriptions, designed for local radio use on non-commercial time, are \$35 per set and each set becomes the property of the purchaser. The records are priced at \$25 a set. Each series includes 12 programs.

The title chosen to identify the two series already available and others which will be prepared in the future is *All Aboard for Adventure*. The series now ready are titled "Adventures in Southeast Asia" and "Adventures in the U. S. A." "Adventures in India," the third series, will be released soon.

A leader's guide, a picture storybook of related material, and a map are available also as supplementary material.

All of these materials are being distributed by The Pilgrim Press at any of the following addresses: 14 Beacon Street, Boston 8, Massachusetts; 19 S. LaSalle Street, Chicago 3, Illinois; 124 W. 4th Street, Dayton 2, Ohio.

Achievement Record

By JOHN J. WARD

Y.M.C.A. Secretary and Program Consultant
Middletown Park Board

MIDDLETOWN, CONNECTICUT, is enjoying the fruits of a well-balanced winter recreation program thanks to the fine cooperation between private and public institutions in the community. In this city of some 23,000 people we have a fine symphony orchestra, community chorus, art classes, a plane builders club, craft groups in pottery making, jewelry making and related crafts, contract bridge schools, basketball leagues for young and old, an indoor archery range and a fine skating area—lighted at night—with soft music to lend rhythm to the efforts of the hundreds of skaters who dot the ice by day and night. To some of you recreation folks this may not seem much, but when last season's program here in town is contrasted with this year's slate of activities, the difference is worth noting and passing on.

The superintendent of parks and playgrounds was so loaded with duties that he was unable to devote time to the organization and promotion of new activities. The local Y.M.C.A. secretary was added to the staff as program adviser and, working in connection with the park department, the city school, Wesleyan University, and the Y.M.C.A., the program was greatly expanded with all of the above institutions adding their bit to broaden the recreation facilities and program in the area.

Orchestra

Wesleyan University provided the leadership for the orchestra and worked closely with the park department to make it successful. The school board approved the use of the school auditorium for practice and concerts. The local newspaper published all

the information about the proposed group and printed coupons that interested musicians could clip and fill out and send in to the park department office. Some 45 musicians of all ages from high school seniors to men and women retired from the music profession responded with gratifying results.

Chorus and Models

The community chorus found an excellent leader in the music department head at Long Lane Farm, a state institution for girls located in Middletown. Once again the high school came through and gave the use of their music room for rehearsals of the group.

The proprietor of a local hobby shop was approached to head a group of young men who wished to make model planes of all kinds. His response was instant. The group meets regularly and already this winter they have had a fine exhibition in one of the big department stores. Meets are being planned for the spring season and the model club is really having a fine time.

Games and Sports

A local high school teacher, who used to be a professional contract bridge instructor, was more than willing to conduct a course of 10 lessons in contract, and out of the large group of bridge enthusiasts has grown an excellent special interest group. Men and women come to the spacious Y.M.C.A. lobby one night a week and play a good game of bridge with folks who know how to play a good game of bridge.

The local trade school and the high school adult education department did their part by offering to provide space, equipment and instruction for any activity desired by 10 or more people. Once again the response was very satisfactory. Basketball leagues for all ages from 8 to 38 are conducted at the schools and the Y in a joint effort designed to provide for everyone.

It was just recently the local complaint that Middletown had nothing in a recreation line but the movies. This winter, thanks to planned community effort, men and women and youngsters can pursue their special interest with congenial, similarly interested folks. This is just a start. All really worthwhile programs take some time to develop, so with the cooperation of the city government and public and private organizations, Middletown should have an excellent well-rounded program for men and women of all ages and interests.

For Joseph Lee



Courtesy Marietta, Ohio, Recreation Commission

THE LAST FRIDAY in July comes on the 25th of the month this year. If you haven't already done so, put a large red circle around that date on your calendar, for Friday, July 25 is *Joseph Lee Day*.

It's not too early to put on your thinking caps—or whatever takes the place of a cap in these modern days when head coverings are rapidly becoming as rare as the duckbill platypus—and begin planning events and programs to pay tribute to the man who played so large a part in giving form and substance to the word *recreation*. It's neither possible nor desirable to set a single pattern of celebration for Joseph Lee Day. The day's activities will and should grow naturally out of the program worked out to fit the needs of the community. Your program may be as elaborate as a city-wide pageant, as simple as a special song at flag raising time. You might, however, like to pick some other brains—by remote control as it were. So . . . here are some highlights taken from 1946 reports in our files.

Living Memorial —

Piqua, Ohio, began its celebration with a parade at 1:30 P.M., ended it with a juke box dance from 9 P.M. on. In between there were field day events, a doll and decorated vehicle contest, a band concert, the crowning of a playground king and queen. Each playground chose its candidate for royalty by popular vote. From these youngsters a committee of P.T.A. officers selected the reigning monarchs. When evening came, the mayor dedicated all of the city's parks and recreation facilities and the larger plans being made for their expansion to the servicemen and women of two wars and to the men, Joseph Lee and Raymond Mote, who on the

Fighting their way out of a paper bag

national and local level respectively were responsible for the facilities.

Namesakes —

San Francisco, California, in a week long celebration, planned a coordinated program in its 150 recreation units—playgrounds, housing project centers, school playgrounds, teen-age centers, gyms. There was a special issue of the weekly bulletin *ReCreation* dedicated to Joseph Lee. Many display windows in the downtown shopping center featured a Joseph Lee theme. A city-wide play day called, among other things, for games and a hike and swim. At each of the 150 units a play space was set aside and named in honor of Joseph Lee.

Drama and Crafts —

In **Lawrence, Massachusetts**, each playground leader set aside one activity during the day for Joseph Lee. One ground arranged a special amateur show and costume party. **Augusta, Georgia**, planned one-act plays on three playgrounds for the occasion, while playground youngsters in **Greensboro, North Carolina**, participated in a sandbox contest. The winning entry was called "Joseph Lee's Dream"; showed a model city complete with enough parks and playgrounds to "go round."

— and Many Another Activity

Half a world and more away from Mr. Lee's native Boston, Hawaiian children on Honolulu's playgrounds decorated his photograph with garlands of leis, played the games and sang the songs

and danced the dances he liked to play and sing and dance. At day's end, 28 boys and girls from 16 playgrounds received awards recognizing their help and ability as junior playground leaders.

On another sun-hot land—Louisiana—250 boys and girls in the city of **Monroe** played hard at softball, pole climbing, folk dancing, checkers, ping-pong. When they had done with playing they revelled in a street shower, "and then," as the director put it, "in a good thunder shower from heaven."

White Plains, N. Y., Philadelphia, Pa., Greensboro, N. C.—among other places—took to the airwaves to spread the gospel of recreation. Teen-age girl members of the White Plains Radio Workshop wrote and produced a program about Joseph Lee. Philadelphia and Greensboro presented dramatic

scripts highlighting some of the events of his life.

And so the day went in 1946. There were few recreation departments that did not take cognizance of the man the day remembered. Games and sports, picnics and potluck suppers, open houses and community nights, craft exhibits and circuses and concerts—each community offered its recreation best for the occasion.

This year again the recreation world will single out one day to stand for all the days of happiness made possible in part by the loving care of Joseph Lee. Remember the date—July 25. What events you choose to mark it, matter little. The spirit of the marking matters greatly, for truly you are commemorating not a great man alone but the very essence of this thing we believe in—this joy of living through play.

L. F. Kneipp of the United States Forest Service

THE RETIREMENT of L. F. Kneipp from the United States Forest Service on December 31st after nearly 47 years of effective service in many branches of the department is an occasion to remind our readers of the outstanding contribution which he has rendered the recreation movement.

L. F. Kneipp became a forest ranger in 1900. From his early work in the Prescott Forest Reserve in Arizona on through a variety of assignments as forest inspector, chief of branch of grazing, district forester and finally as Assistant Chief, Forest Service, Mr. Kneipp was deeply interested in the outdoor recreation possibilities of forests and wilderness areas.

For the past 25 years of his service he has been in charge of land acquisition and planning. Areas acquired by purchase and in other ways now number some 23 million acres.

The close relationship of L. F. Kneipp with the work of the National Recreation Association began in 1924 in connection with the organization of the President's National Conference on Outdoor Recreation. He served as one of the original committee which under the executive direction of Col. Theodore Roosevelt, Jr., planned the conference. Later he served as Executive Secretary.

L. F. Kneipp attended meetings of the Recreation Congress, encouraged exchange of information and visits between recreation leaders and forestry workers, participated in early meetings of the Education Recreation Council and has always stood for sound development of recreation services under public and private auspices and at all times supported and worked for a cooperation between such agencies as each made its own special contribution.

Not the United States Forestry Service alone but the recreation services of all federal agencies and those of many private agencies have felt the great influence of his fine spirit and practical statesman-like approach of using natural resources for enriching the life of the people.

Mr. Kneipp has been succeeded by Mr. Howard Hopkins, an associate of Mr. Kneipp who has had over 20 years experience in the Forest Service.

"Can it be true that for our youth nature is no longer that beautiful, mysterious realm to thrill its adventurous heart as it once thrilled mine? In the dark woodland does youth still hearken to the magic of the wood thrush's evening song? Is it moved to discover the first wild anemones in springtime—that single oxheart clump gleaming yellow in the whiteness of a daisy field—a lone pink lady's-slipper blooming in the forest shade?"—*William A. Babson in Modern Wilderness.*

Australians Really Play

By GEORGE M. GLOSS

YES, AUSTRALIA really plays! Everybody in Australia plays and enjoys it. There are differences in the manner in which people engage in play activity. One man may run for the joy of running, another for a prize. One



may play to secure a reward, to work more efficiently, to make better business contacts, to become healthy, or, as the Aussie does, for sheer pleasure—no reason needed, just part of the good life. All Australians love their sports, from kids hardly able to hold a tennis racquet to grandparents whose legs are just able to carry them around a croquet court or a bowling green.

Try asking your Australian girl friend for a game of tennis and she might surprise you and take off her shoes to give you a game right then and there. Don't bet on your chances of winning. You wouldn't have to go far to play either, because if there is not a court on the front lawn, there is sure to be one nearby.

As for swimming, there are wonderful beaches all around the shoreline and Aus-

tralians have the best life-saving group in the world.

A weekend starts on Friday in Australia and the picnics, hikes, swims and games—all out-of-doors—last almost until Tuesday.

Australians are pleasure makers who love the sun, and absorb as much of it as they possibly can at every opportunity. On a trip they take their own time in arriving so that they may get the full benefit of sun and scenery. They forget about *Demon Work*. They enjoy to the utmost the climate and the natural beauty of their delightful country. In their letters to friends, they do not tell about their financial worries, their sorrows or disasters, but speak fully about how much fun they are having or about other pleasant things.



Photos courtesy the author

RECREATION

BAREFOOTED YOUNGSTERS shouting and splashing in every puddle and rain-washed street tell us that spring is here. Yet even now those three fun loving sisters, June, July and August, are peeking around the corner, whispering to laughing children that vacation days are coming. Alert recreation leaders know that in order to keep programs successful and plans well organized, it is necessary to stay one jump ahead of the season. Here is how one community kept those shouts of laughter going through the summer months by launching a learn-to-swim program for its children.

"Swim for Fun and Safety" was the slogan chosen for the project in Urbana, Illinois, in the summer of 1946. It was the subject of numerous news stories in our local papers, and became a by-word in most of the homes in our community. This campaign, sponsored by the Urbana Park Board to make every child a swimmer, was one of the most successful of the board's recreation activities.

Preparations

The program was arranged so that every child who wished to avail himself of the opportunity to learn to swim could do so at the Urbana Park Pool. We began in May to publicize the swim project in the schools of Urbana, but most of the paper work had been done weeks before. Form letters, registration cards, and publicity releases had been prepared except for dates or last minute details which could be inserted later. We had printed 400 forms to be distributed to the school children. The forms were to be filled in with such information as *Name, Age, Address, Phone, Parent's Signature*, and a choice of the *Beginner* or *Advanced Classification*. Printed on the cards were the dates of the first lessons, and the statement that all lessons were **FREE**. A minimum age of six years was set for children who wished to enroll in the classes.

Members of the recreation staff made a visit to each school, having made arrangement with the principal well in advance so that either a general assembly was prepared or the teachers had been notified that we would speak in their classes. All talks were short and graded to suit each age level visited. We tried to make these "pool-pep" talks as attention-getting as possible. Afterwards each child was given a card to take home, and told to return it promptly and correctly signed to his teacher or to mail it to the park office.

Set Your Sights for Summer

By **HENRY J. BOTHWELL**
Director of Summer Recreation
Urbana, Illinois

After we had received about 300 forms, a letter was mimeographed to go out to each parent whose child had registered for swimming lessons. In these letters we explained in detail that boys would come to the park pool on Tuesday and Thursday mornings, and girls would attend Wednesday and Friday mornings. Also included in the letters was the information that all boys and girls had been divided into three groups according to age and swimming ability (information which we obtained from our returned forms). Classes were scheduled for 9:30 A.M., 10:00 A.M. and 10:30 A.M. with instruction lasting for 30 minutes and followed by a 20-minute free-play period under adequate supervision. The more advanced and usually older boys and girls attended the first class. Lessons, as stated before, were free, the only requirement being that each child bring a towel.

Our head swimming instructor, a veteran who had taught swimming in the Navy, was most capable. He prepared detailed lesson plans which his assistants followed diligently each lesson day. By means of the division of the classes, we were able to have each teacher handle smaller groups and thus individual attention was greater.

Transportation

Because the Urbana Park Pool is situated in a beautiful wooded setting about a mile from the nearest bus stop, the park commissioners conceived the idea of chartering a bus to stop at each park area in the city and transport children to and from the pool in time for their lessons. So, in our letter to the parents, this proposed service was described, and we asked their opinions of such a system. The transportation cost was set at 10 cents per child for the round trip. Postcards with our return address were enclosed in each letter. The response was heartening in every way, as the parents seemed grateful and enthusiastically endorsed the new bus service.

The advent of the letters served a double purpose, for it seems every parent discussed it with his neighbors and friends, and those whose children had not signed up for the lessons or who had lost their cards were anxious to join the program. The director's phone rang constantly with requests for cards and the pool staff was besieged with calls for application blanks. It was finally necessary to print an additional 300 cards. The total enrollment surpassed all expectations with 638 children reporting for lessons on the first two days.

Newspaper publicity helped tremendously to inform parents of the swimming program. The time of bus stops in each park was printed in both of our local papers, and of course, each park supervisor knew the schedule. One of the recreation staff was assigned to ride the bus on every trip, not only to collect the 10 cent fare and give each child his return ticket, but, generally, to keep an eye on the children and help any who needed assistance. Approximately 100 children were carried on the park bus each day of classes.

Attendance

Response to our program even came from children in near-by communities. Several parents made long trips to the pool each class day so that their children could participate in these lessons. One mother, living about 25 miles away, wrote asking for eight forms because she was planning to bring her son and thought she could enroll some neighbor children, too, if we would accept them. Needless to say, we were happy to have them attend classes.

Attendance remained high during the six weeks that lessons were offered and about 150 children passed their beginning Red Cross swimming tests. Many in the advanced groups earned their Junior and Senior Life Saving Badges. All enjoyed the program and benefited by it.

Finale

Climax of the season was a water carnival presented July 19 at 6:45 P.M. The beautiful oval pool is surrounded by grassy slopes which afford a fine place for spectators. According to the custom of the Urbana Park Board all entertainments are free, and approximately 4,500 people availed themselves of the opportunity to witness the colorful water show. The program started early because we were featuring a promenade of our swimming classes. By having the children first on the program they were free to rejoin their parents and see the rest of the carnival. A second letter was prepared, and distributed at the swimming classes the day before the carnival asking parents to bring

their child—in his swim suit—to the pool to facilitate matters as our bathhouse staff was busy performing in the show. Again the newspapers played up our request, and the evening of the program, about 400 children took part in the promenade around the pool. As it was impossible to have each child demonstrate the skills he had learned, we selected five boys and five girls to represent the group and races were arranged for them. Prizes, which consisted of free passes to the pool, were awarded to the winners.

Each park entered a float in the water carnival. Row boats from our park lagoon were drydocked till they had been decorated by the young park-goers. The floats were then placed in the pool for the show. Victory Park, true to its name, carried out a patriotic theme with sailor lads and Uncle Sam. A crew from another park transformed their lowly rowboat into a colorful gondola with be-sashed gondoliers who poled it around the pool. After the floats had been judged, the boats were moored at one side so that they did not interfere with the program.

All talent for the show was donated with the exception of the 14-piece orchestra which reduced its usual fee more than half. The program featured an underwater escape act, in which a magician, bound hand and foot with ropes and chains, was tossed from the high board into the pool. After some anxious moments on the part of the audience, he surfaced free in 18 seconds.

A water ballet of 12 local girls, drilled by the head swimming instructor, featured precision swimming and pattern floating.

During the season we were on the lookout for exceptionally good divers who might appear on our show. We interspersed the exhibition with comic dives by the clowns—members of our own pool staff—and found that attention was better to all the fancy diving as a result.

The enthusiastic applause which greeted the introduction of the Urbana Park Board Commissioners showed how much the spectators appreciated the efforts of these men in providing such entertainment.

The final number on the show was an acrobatic balancing act by a Gymkana troupe of three men and a girl. They performed their difficult and thrilling tricks on the sun deck along the side of the pool.

As they completed their act with a breath-taking "high flyer," the orchestra swung into the strains of "Thank You for a Lovely Evening" and Urbana's 1946 Water Carnival was brought to a successful close.

Goin' Fishin', Camper?

By HARLAN METCALF
National Recreation Association

IT JUST DOESN'T make sense. The major objective of camping from the camper's standpoint is Fun. Fishing is fun and has been since man first inhabited the earth. More money is spent in the United States on the purchase of fishing licenses and fishing tackle than on all other athletic sports put together, baseball and football included. Camps are or could be the ideal natural environment for fishing and fishing instructions. But with very few exceptions, fishing, if provided for in camps at all, is the poorest taught sport activity. Yes, the camp circular mailed to attract campers mentions fishing as a camp activity, and often carries pictures of boys posing with nice looking fish (caught by a cook or a visiting dad). But what does the actual camp actually do to teach campers this thrilling and life-time recreation?

Fishing is taken for granted—so nothing is done about it. Other recognized camp activities are planned for and taught. Here's what happens to fishing. For the third rainy day it's rained litters of cats and dogs. Campers are restless, noisy and hard to control. Counselor tempers are short. Camp directors tear their hair (if they have any). Then comes inspiration. Why not let a lot of the campers go fishing?

At lunch the director beams on his campers and genially announces that he has arranged the afternoon program so that all boys who have passed their swimming and boating requirements may go fishing with counselors Jones, Smith and Williams. Some of the boys applaud this announcement. It looks like an opportunity for adventure at least. Instructions are given about how to dress and when to meet. The lists of boys going with particular counselors are announced. The groups start out.

The results of the expedition are not officially announced during dinner nor yet at the evening campfire. But rumors reveal what happened. Smith and his group failed to do any fishing at all. He apparently couldn't find any sort of bait to use

—not even fish worms—and he and the boys got soaking wet tramping through grass and wet branches looking for places to dig. Jones' boatload of campers came home early in great excitement, Jones painfully bearing a bait-casting plug in his left ear.

Williams and his group arrived shivering and dripping with scarcely time to dry out, warm up and dress for supper. But they had a 10-inch perch. One of the smaller boys had fitted up a handline, baited it, and got the line tangled up trying to throw it over the stern of the boat. The other boys and counselor were too busy fishing to help him untangle the line so the little fellow spent the whole afternoon with wet soft fingernails trying to get it undone. He was a persistent youngster, however, and was still working on the line when the counselor ordered the anchor up and started rowing back to get himself warm. The little boy's line was being trolled behind the boat. The intermittent jerks of the baited hook relayed from the industrious little fingers were too much for a yellow perch so it struck, was hooked and pulled into the boat by the proud and excited boy.

General result of the fishing that afternoon—all got back to camp chilly and wet (several boys later came down with colds) and enthusiasm for fishing died down and out. The chief doubted whether fishing was a worthwhile camp activity. The little boy with the perch seemed to think fishing was fine.

Manifestly this camp did not have a real fishing program. They could have had one and all camps with lake or stream facilities should have one. But fishing cannot be taken for granted. It must be planned months ahead of the opening of camp and the plans should be reflected in budget and camp staff. At least one or more counselors should be given the direction of fishing activities as his major responsibility. In some camps the nature counselor (if qualified) will welcome the chance to be responsible because of the genuine motivation it provides for many areas of nature study.

A functional camp fishing program will be tied in with, and strengthen a vital camp *nature* recreation program—be tied in with, and strengthen a vital camp *crafts* program, and contain a comprehensive program of instruction in appropriate fishing techniques.

Nature and Fishing

The wise nature counselor realizing that campers are interested in fish and fishing might well consider use of some of the following activities in his program:

The Search for Fish Bait as a Phase of Nature Recreation

Earthworms—Take excursions to look for fish worms. Turn over flat rocks, boards and logs that have been lying in the same place for a long time over rich soil. Dig in soil made constantly damp and rich from waste drains or unplanted garden areas. Explain the role earthworms play in enriching top soil and how they do it.

Night Crawlers—To add adventure, the nature counselor without saying anything about it ahead of time (but preparing the counselors and with permission of the director) might come quietly to a cabin full of campers and whisper, "Any of you fellows game to go on a night crawler hunt? OK, dress quietly and meet me on the ball diamond in ten minutes with your flashlights. Don't let any of the other campers see or hear you." Then the boys are introduced to the art of catching night crawlers. Use the best lawn area you have (shortest, greenest, best kept grass). If a golf course (with frequently sprinkled greens) is within a half mile, go there. Keep the light on the crawler, move slowly without noise or vibration, reach slowly toward the worm, determine which end of the worm is in the hole and which free—then pounce on the worm section at point of its entrance to the hole. If you arrest him hold on to him as he pulls and wait till he relaxes. Then you pull and he's all yours. If you pull when he does he'll likely be only part yours (the smallest part). Keep the worms fresh for the next day's fishing by placing in a box or can with fresh dewy blades of grass or in good earth.

Watch Professionals Fish—Take a group of campers along a stream or lake shore to see a heron hunt his supper. The Green Heron will perhaps be the easiest to see, but he, along with other members of the heron tribe, must be stalked with patience. Wear subdued colors making good camouflage, and make very slow movements—if any. Watch how the heron stands immobile on his stick-like legs for minutes on end. Slowly and with great deliberation he stalks forward toward his prey (a minnow or frog). When his legs have taken him close enough, watch his head and neck. The neck previously coiled in "quest"-ion mark now ever so slowly uncoils and the head and bill are just barely moving forward and downward. You hold your breath. Slash! and the sword-like bill and head are thrust through the silver pool of water, and out it comes with frog or fish. If you make a fast motion the bird will rise on crow-like wings, quack a few times and—trailing his long

legs—fly away from you along the stream for 50 to 200 yards to another favorite pool. There he will give you another lesson in fishing if you have the Indian skill to approach properly.

Frogs, Grasshoppers and Crawfish—Lead other adventure-packed expeditions to capture frogs, crawfish and grasshoppers for fish bait. Look for frogs along banks of streams with overhanging grass or small rocky, fern-draped ledges where they will see you coming first and dive to safety unless you use the stalking skill of the heron. If you have made a net with a long handle in the crafts shop you can perhaps extend your reach enough to hunt frogs in a swampy pond but don't get stuck in the mire. A net will help a lot in catching grasshoppers, although it's more sport with bare hands and more exercise too. Fat "strawberry" or "calico" bass can be caught with grasshoppers as can trout. Frogs, minnows, and crawfish (craw-dads) are more popular with bass and pickerel. It's really fun wading a stream slowly and carefully (remember the heron way) looking for crawfish under flat rocks. Get your fingers under the rock and very carefully lift it up and to one side or turn it over, then wait till the murky or cloudy water clears away. Discovering one or more juicy craw-dads exposed where the stone has been is quite a thrill. Catching is even greater excitement. Remember, due to its powerful tail its easiest and fastest way to travel is backward. So approach from the rear so slowly the craw-dad doesn't realize your hand is moving and start your final grab when you are close enough to be sure of him. A craw-dad up to 2½ inches or so can be caught comfortably in your hand with a grab. With a bigger craw-dad, try to come from behind and catch his body (behind the clipper) with thumb and forefinger. At any rate avoid being pinched by his clippers. A short handled net held behind him is a help, for with the other hand to distract him, you can frequently chase the craw-dad into the net.

A culinary adventure worth introducing to campers is the cooking and eating of crawfish tails (and clippers, too, if big enough). They can be boiled, shelled and served alone, or in a salad on water cress or with wild lettuce (*lactuca varosa*) or they can be fried, shelled and eaten alone or with fried puffballs. Salt and pepper to taste, of course, if you have thought to carry some along. Crawfish are every bit as tasty and nutritious as shrimp.

Catching Minnows for Bait—is as much fun as catching the game fish with the minnows. Use a small trim flexible shoot or switch, five or six feet long for the rod or pole. Willow or box-elder

would be excellent. Use about six feet of light line (ordinary string or thread will do). For hooks use the smallest you can get, the kind used for tying trout flies. Better yet, use ordinary straight pins bent into hooks. If a wire fence is handy, bend the pointed half of the pin around the wire or around a tough oak twig or a small flat rock to make the hook. A piece of earthworm or grasshopper $\frac{1}{8}$ " to $\frac{1}{4}$ " long is plenty of bait for one hook. Find deepish little pools in a stream with minnows and try them out. Make no fast motions or vibrations as you approach the pool, and ease the baited hook into the pool carefully. If the hook does not sink quickly enough a small split shot sinker can be pinched on the line 3" or 4" above the hook, or you can have a paper clip or a very small elongated stone fastened on by means of the clove hitch.

Then comes the fun. If one minnow finds the hook and gets interested, several others will appear by magic and they will scrap to have the honor of being caught like week-old chicks over a night crawler (try this out also at the nearest friendly

farmer's). Light flexible rods will bend from the vicious strikes of the minnows and when you catch one you will have experienced all the thrills of catching bigger fish. You can expect some of your minnows to flip off the hook (especially those made of bent pins with no barbs) before you can swing them into your minnow pail. A small mesh net of mosquito netting will help solve this problem, or you can catch them over again. Keep changing the water in the minnow pail every twenty minutes or so to give the minnows plenty of oxygen, until you use them for bait.

The nature counselor should be able to identify the various minnows caught, or direct the campers to the proper books in the camp library, for they will probably catch several varieties, and the counselor should be ready for questions.

One of the tastiest desserts for bass in most of the northern lakes of the United States is the "blunt nosed minnow," (*hybrinchus notatus*, if you insist on being that kind of person). The female of this species swims bottom side up under rocks and deposits her eggs on the bottoms of the rocks so



Courtesy Kentucky Fish and Wildlife Department

they stick tight in compact formations—about one or two square inches worth, each egg about the size of an ordinary pin head.

These blunt nosed minnows are generally caught with a large cylindrical net of mosquito netting two and one-half to three feet long and one foot and a half in diameter, open at both top and bottom. Catching fish with an open bottom net seems at first impossible but here is the way it's done.

Have campers make in the crafts shop nets of the type above described. Use a circle of wire for the top or two or three willow or green hickory wythes bound together in a hoop about 1½' in diameter. Take a piece of mosquito netting about 57"-60" long and a yard wide. Sew one of the long edges of the netting on to the circular hoops (it should be about right). Where the netting meets, sew it together to make the cylinder with open top and bottom. Next find a piece of chain, cut it to about 57", and wire the two ends together. (Chain should be ¼"-½" in diameter.) Sew the free circular bottom end of the netting around the circle of chain, and your net is complete. Now for the blunt nosed minnow.

Find an area of the lake shore where the water is shallow with gradually sloping and rocky bottom. A variety of flatish rocks on the bottom varying in size will be best. Wade slowly in the shallow rocky area about knee-deep or less, looking for a flat rock 9" to 12" in diameter. Lower the net over this rock. The chain will weight the net to the bottom. With your hands adjust this chain around the rock so that it is close to the bottom and traps within the net anything that might be under the rock. Now lift the rock up out of the net (without disturbing the chain) and turn it over and look at the bottom side of the rock. Look for the mass of compact, flatly adhering fish eggs. If there are none there, toss the rock aside, pull up the net and try your luck on another rock. If you find the eggs, drop the rock carefully outside the net and concentrate now on catching the minnow that is almost certainly in your net. Wait for the cloudy water to settle, of course, and drive the

minnow into a pocket or fold of the net. Catch it with your hand and place it in the minnow pail. Some campers can carry minnow pails or take turns for the honor of carrying it while others can use the net or nets.

What a ripe atmosphere for a counselor to explain various methods different species have of making nests and laying eggs. Counselors, before the trip, should have explored to see if flat nosed minnows are abundant in the lake. He should also have noted places where sunfish and bass have made nests earlier in the season.

Diet of Fish

Fish, like humans, vary their diet somewhat at different seasons of the year probably because at different seasons certain foods are more abundant than others. A nature counselor or one in charge of fishing should catch a bass—for example—and open its stomach to show campers the diet the bass had a craving for that day. A bass caught late in the afternoon just before sundown would probably have a fuller stomach than one caught early in the afternoon. Furthermore, the food caught by the bass will not have become digested beyond recognition or identification. Such examinations of bass stomachs will prove most interesting to campers. What you find is a gamble—minnows, frogs, crawfish, insects, helgrammites and others. The counselor could well use this opportunity to point out other interesting anatomical details (mouth, teeth, gills, esophagus, eggs) and their physiological functions. At this or some other time opportunity should be taken to demonstrate methods of cleaning fish—both how to scale and how to make fillets. The counselor can explain how the age of a fish can be determined from a scale. In the process of cleaning, various parasites may be discovered. Each should provoke an interesting story from the counselor and questions from campers.

These are but a few of the countless ways in which fishing and fishlore can make more dynamic and meaningful a camp's nature recreation program.

Wilbert E. Longfellow

WILBERT E. LONGFELLOW, who retired last December as director of the American Red Cross water safety service, died in Washington, March 18, 1947, at the age of 65 years. He served with the Red Cross for 34 years and had a large circle of appreciative friends in the national recreation movement. The National Recreation Association was represented at a recent dinner in his honor at the time of his retirement.

Neighborhood House

Group Work in Action

By DELITE M. MOWER
Headworker
Grosvenor Neighborhood House
New York City

YOUNG PEOPLE will usually respond to group activities in the pursuit of new interests. Although we realize that it takes a good program to compete with the lure of city streets, we believe that boys and girls respond eagerly to activities which involve a challenge to skill. Certainly they want jitterbug and lively music, but not all of the time. The recognition of this need for challenge is at the heart of program planning at Grosvenor House. Each project is designed to keep interest alive and expanding into new and hitherto unexplored fields.

Bicycle Project

The King Cobras Boys Club, for instance, proved that a group project can begin with a mutual plan and with creative leadership can lead to exciting experiences for all the members of the group. This group of 14 teen-age boys represented various nationalities. They decided to hunt about the neighborhood and buy an old bicycle which they could "make over" in the shop class.

They encountered considerable difficulty in locating one. Finally a member of the Board of Directors sent them an old bicycle belonging to her son. Curiously and carefully, they inspected the battered and worn sections and discovered that some of the parts were tied together and rolled up in an old gunny sack for safe keeping. They carried their treasure to the shop and with enthusiasm began dismantling it and arranging the parts in little piles. Then they gathered around closer for the cautious task of inspecting, cleaning, oiling, polishing, repairing and replacing various parts.

The King Cobras moved on the wings of spontaneous adventure. Their plans for remaking that bicycle presented new problems as the skillful hand of their shop teacher and the encouraging glance of an able group leader spurred them on. They undertook many a difficult task, and we learned that pool rooms and street corners had lost their charm for these boys after school. They were busy making trips to machine shops and hardware stores far and wide as they searched for such items as new spindles, ballbearings and spokes.

News of the project spread rapidly through the house and neighborhood. Members from different clubs and shop classes hurried to Grosvenor House in the evening at 7 o'clock. They brought new friends who wanted to help with the bicycle project. Some of the newcomers showed special skill with the fine parts, and the project soon became an inter-club affair. When the chairman of the original group was asked about the project he said, "Oh that belongs to everyone now. There's work for all. We work together on the bicycle and we're going to give a big party and contribute the proceeds to the house and use the bicycle as a door prize."

As the weeks went on committees were kept busy. Everybody took part. Tickets for the big party found their way to a cross section of homes in a community-wide promotion. The photography group had taken pictures of the various stages of the work so that the poster class might be kept up-to-date with material for publicity. Delegates from the clubs organized co-ed committees, where each member could use his talents. Preparation involved plans for hospitality, decorations, refreshments, ticket promotion, floor committees, music, and entertainment.

Bicycle project



AWVS Photo

As the evening for the gala event arrived the house was packed to capacity. Boys and girls dressed in their very best clothes and finest manners greeted old and new members, board, parents, and contributors. As the bright, shiny, red bicycle was wheeled into the auditorium, the group responsible was very proud of its accomplishments.

We were especially pleased to note how the work on the bicycle encouraged the repairing of house property. Some members of the group reconditioned small tricycles and wagons belonging to the kindergarten, others brought furniture from home to repair in the shop.

An Indian Project—For Better Understanding

Another group of boys, ranging in age from 10 to 13 years, decided on an Indian lore project. They wanted, they thought, to write a play.

At staff meetings, leaders had been very much concerned about the clannishness of this group of boys. They were antagonistic, cruel to boys of different racial strains and religious faiths. Talks and stories had not helped them to be more understanding or tolerant. Nor had international dishes in cooking classes, tournaments with other groups, plays. The Indian project, however, seemed to appeal to their creative imagination.

As they progressed with the writing of the script in group meetings, they found that they required more material because they had exhausted all the books on Indian lore in the library. Members of the New York Junior League sent more books, and volunteers helped find more material.

While the boys pondered and discussed the early traditions of the Indians, leaders pointed out such Indian traits as courage, bravery, loyalty, honesty and faith in each other.

After the script was written and they began dramatizing, they realized that they needed girls for such characters as Pocahontas and Minnehaha. They needed, too, boys of different heights. Filling these needs brought various nationalities together and at the same time gave the leader a chance to stimulate a wider acceptance of other groups as the boys came to appreciate the skills and talents represented.

Working and playing together had a tendency to break down racial barriers and to set standards for better group feeling and individual conduct. Properties and scenery had to be made. The boys made a grotesque totem pole in the shop and worked with zeal on the costumes. Properties such as head-gear, masks, drums, peace-pipes, campfire effects, tomahawks, bows and arrows were made. Little

hands were kept very busy as they fashioned and created designs involving the use of wood, wool, leather, paper, cardboard, cloth, crayons, paint, and a variety of tools.

These boys worked hard to learn the Indian dances and the rhythmic repetition and crescendo of the early music appeared to have a stirring effect on them. They needed extra space because they had recruited from the schools and streets new members for the group. They arranged for the use of a gymnasium in a neighborhood agency.

They finally gave two very fine entertainments, one for children and the other for adults and received many compliments on the results. We were gratified by the better understanding of each other and especially by the large participation in inter-group activity.

The value of such interest-building activities is of immense importance. They give a great deal of pleasure and prepare the members for richer recreation possibilities.

Doing for Others

Wise leaders and thoughtful parents recognize the importance of teaching their children the pleasure of giving. *Doing for Others* is a project sponsored by a group of little girls. They promoted a friendship box project. They began by collecting cigar boxes and colorful pictures. They made cut-outs and decorated attractive boxes which were filled with hair ribbons, toothbrushes, soap, wash cloths, bobby socks, notebooks, crayons, pencils, barettes, combs and handkerchiefs.

Audience



AWV'S Photo

When all the boxes were ready, their leader accompanied these girls to the AWVS where their friendship boxes were presented to be sent to other little girls overseas.

Boys did their share, too. They built a treasure chest, painted and decorated it with plaques made by a hammered metal craft group. Then they collected books and filled the chest. This, too, was sent abroad.

Special Interests

Social music and creative dramatics can mean a lot to children. We planned a musical, using a simplified version of the old and loved *Hansel and Gretel* operetta.

We began singing in individual groups. Separate groups came to the auditorium and listened to the music for pleasure. Then we introduced the story and the songs to the children. They were asked to consider choosing the parts to be sung by talented members. The cast was selected and the parts were learned while small artists-to-be worked with the art teacher on scenery and properties.

From a nearby woodwork concern the youngsters lugged armfuls of laths for use in building the framework for the scenery. This foundation was then covered with large sheets of paper and painted to represent such scenes as the gingerbread house, the forest, the cage, the fireplace, the kitchen cupboard.

One of our board members, a gifted musician, worked to help develop the production. Volunteers and university students carefully created the angel costumes, using heavy silver paper for the wings and crowns. The children thought that such items

Friendship boxes



AWVS Photo

as the real gingerbread cookies helped make the play seem more real.

Parents and friends proudly watched the production and were thrilled with the results. The mothers stated that they hoped that they might be of more assistance as the next play was developed.

Playgrounds or Reformatories

"A LARGE PROPORTION of the criminals in the country are under 22. And the number is increasing.

"What causes that? Children in Holland and England, in Sweden and Switzerland don't act that way.

"This question so disturbed Tom Clark, Attorney General of the United States, that he called a great National Conference for the Prevention and Control of Juvenile Delinquency, held in Washington.

"In general terms, the remedy can only be 'a good home and a wholesome community for all our young people. And that in turn demands an attack upon some of our most basic social problems—family security, better housing, more effective education, more adequate and accessible health and medical care, better provision for welfare services, more chances for good, healthy recreation, and above all, a community awareness of the character of the problems and a willingness to deal with it as its roots.'

"The conclave explored and reported in detail on all of these—and every other conceivable approach. It considered community co-ordination, institutional treatment, juvenile courts, the role of the police, recreation, housing, youth participation, citizen participation, child guidance, the church, the school, the home, rural aspects, case work and statistics.

"Undoubtedly within these comprehensive examinations the answers are to be found. Studying them will make manifest what ought to be done.

"It begins to look as if economy, in the sense of saving—not spending—money is an impossibility. The sole question is what we shall spend it upon. We are presented an unavoidable choice. Which investment will pay best in the long run—a playground or a reformatory?"
—Ralph W. Page in *The Philadelphia Evening Bulletin*, November 23, 1946.

Optimists and Junior Optimists

By HAROLD D. MORGAN

Director, Municipal Athletics
Milwaukee, Wisconsin

THE OPTIMIST CLUB of Milwaukee, a so-called service club, was founded in 1917, and from its beginning it took an active part in the youth life of the community. The Junior Optimist boys' club program was conceived and organized in Milwaukee in 1923 by Henry Scarborough, still active at the age of 86 years. The work has been carried on by Optimist International until today there are Junior Optimist Clubs throughout the United States and Canada.

Observers believe that boys have a great influence on each other—you can set a boy to influence a boy. It is a great social service then to change a gang into a club. But the expression "gang" should not be accepted as referring to the slums only. Any natural unguided grouping of boys, regardless of neighborhood, constitutes a gang.

Experience has taught that practically every boy can benefit from the type of program sponsored by the Junior Optimists. The Junior Optimist Clubs have as their goal the very fine ideal of creating a boy who has so learned to live that he will be an asset to his community throughout life. Surely this is an objective of the highest order.

How do the Optimists strive to build this boy and man who is in harmony with his surroundings? They try to instill in each boy a sense of the four social virtues—optimism, citizenship, service, and sportsmanship. The boy who acts in a manner that shows he has a sense of each of these watchwords will be a man of fine character later on. But the Optimist Clubs not only say that we must teach our boys these virtues, they do that which is all important in this case—provide opportunity to exercise and make these virtues permanent.

The whole Junior Optimist program is so planned as to provide for every boy a chance to learn the meaning of and to be able to practice these paramount virtues. The very spirit of a club—a place where boys gather to have a good time—provides opportunity for optimism. The club program of current events, talks, debates, trips, the plan of meeting itself, tends to make every boy realize just what his task of citizenship is. The Christmas bas-

kets, parties, and innumerable other things the boys do give them a chance to acquire a sense of service that is so important today in such a complex world. The complete program of sports provides opportunity for the attainment of true sportsmanship, for, by its very nature of offering variety, it takes the emphasis off one sport star and places it where it belongs—on the all-round athlete who plays for the fun of playing.

One of the most outstanding all-city service projects of the Junior Optimists is the Annual Bike Safety Campaign. For a week the boys are taught to teach others accepted safety practices. Thousands of special blotters listing rules of safe bike riding are distributed throughout the city. Three minute speeches by selected boys are given at their schools. This campaign has the enthusiastic support and assistance of the Milwaukee Police Department and the Safety Commission, and has been widely written up and copied in other communities.

Other Activities

In addition to its work through the Junior Optimist Clubs, the Milwaukee Optimist Club sponsors several annual events for the boys and girls of five orphanages and the school for the deaf. These events include a trip to the Shrine Indoor Circus, a costume roller skating party, an indoor swim meet and an outdoor skating meet, a field day for deaf children, attendance at basketball, football and baseball games, industrial tours, Christmas parties. These special events are labeled, and it is safe to say that these events over a period of years have spread a large amount of sunshine in places where it will do the most good. Practically every official of the city of Milwaukee has lauded the youth work of the Optimist Club, especially its Junior Optimist program. The late Carl F. Zeidler, Mayor of Milwaukee, said "There is hope in this world as long as we have an organization like Junior Optimist Clubs. We honor optimism as an institution because of its idealism. It is up to us to glorify a decent and noble life. As seen by the progress made in Milwaukee by Junior Optimists, American youth can be depended upon to respond." In 1941 a plaque was awarded to the Optimist Club by the Government Service League for training future citizens in the Junior Optimist

Clubs, adjudged Milwaukee's outstanding civic activity.

The Optimist Club is proud of its Junior Optimist Club program and its sunshine work, but in

any success that it has had, much of the credit belongs to the School Board, Department of Municipal Recreation for its wholehearted cooperation over the many years.

Competition and / or Cooperation?

IN THE OCTOBER, 1946, issue of *National Parent-Teacher* the following request appears in the section devoted to what's happening in education—"I should like to have you discuss school contests, the pros and cons. Contests make use of the competitive principle. The world today needs to know more about the *cooperative* principle." William D. Boutwell makes the following reply:

"This makes me think of the principal of a very progressive school who told me that cooperation reigned supreme in her institution; the children didn't even keep score in games. As proof of the program's value she offered the evidence that her students, when they went to college, 'made the very highest marks!'

"Why assume that the competitive and cooperative principles war with one another? Isn't a successful football team an achievement in cooperation engaged in competition? And shall we turn our backs on the fact that much of our American way of life is based on the competitive spirit? Or can we assume that a cooperative society can get along without competition? Soviet Russia has the piecework system in industry and has raised a champion worker, Stakhanov, into a national symbol. It has even made him a verb.

"Competition has been under a shadow in many school systems for various reasons. It sometimes threatens the students' balance of interest. Or there are too many competitions. Or outside agencies try to use the school machinery for their own purposes by fostering competitions. The easiest—though not the wisest—way to stop the baby's crying is to throw it out the window.

"In recent years educators have been taking a more realistic attitude toward competitions. The National Association of Secondary School Principals has set up a committee on contests, festivals, and tournaments, and this group annually issues a list of contests that meet its standards. Educators also ask that competitions fit in with the on-going school program, so that the course of study is not disrupted. And rules against extensive travel by teams have been introduced.

"So the question is not one of competition versus cooperation. Rather it is this: How shall we secure for our children the advantages of each and avoid the disadvantages of excessive or unwise use of either?"—*News Letter on College Physical and Health Education, Athletics and Recreation*, November, 1946, Washington, D. C.

BOYS' POCKETS—"The pocket is the boy's first museum. The boy without a pocket is not a boy. The pocket is the first home of the collecting instinct. It is the child's right. A game, originated by a Scout executive, consisted of each boy emptying his pocket. The lights were turned out and the boys were told to reclaim their treasures by feeling. They did it. This was vastly significant in its revelation of personalities. Each object was a budding interest. It stood out as making a point of contact, a foreglow of delight in what might become a lifetime satisfaction."

—William G. Vinal, quoted in *Freedom for Fun*, Chicago Recreation Commission

Future Foresters

By F. J. PIPAL
City Forester
Omaha, Nebraska

AFTER A CLASS demonstration with Junior Foresters in one of the Omaha grade schools a boy said: "Gee, I surely like this forestry work. I like it better than school." There is something about trees that appeals to this youngster's imagination and stimulates his fancy and curiosity to the point where he falls in love with the subject. A large proportion of Junior Foresters respond in the same way. Many of them are not satisfied with an hour's period of instruction and are delighted to prolong the session.

When we first started forestry training in the Omaha elementary schools,* I wanted to make sure that the students were really interested in the study of trees and were not using it as an excuse to miss other recitations. We have fully proved

that this is not the case with most of them. Many quickly develop a deep interest in trees and put their knowledge into practical use whenever an opportunity presents itself.

The three R's and other related subjects have too little that is new, unexplored, or mysterious about them. You just learn the facts as well as possible in the allotted time. But trees and nature! Here's a wide, open field with unlimited opportunities for exploration; a challenge to find the answers to many questions; an incentive for choosing a future life vocation. Most boys and girls are explorers by nature, need little coaxing to take part in new and exciting experiences. There is something about trees that challenges the ability to solve mysteries.

A tree to most people is just a tree—with roots,

*See RECREATION—October, 1946, pp. 359 ff.



trunk, branches and leaves. Trees seem to grow like Topsy. Insects attack and damage some of them but, as one lady expressed it, "the bugs have to live too." Few laymen go further into the matter.

Learning

It is surprising how quickly children will grasp and understand the chemistry of plant life. They learn quickly, too, the important functions of all parts of a tree, particularly the green inner bark, which carries the manufactured sap throughout all parts of the tree to make new wood, roots, bark, and other needed parts.

After all of this is explained to Junior Foresters a question is asked: "Knowing the value and importance of trees in our lives how many of you will carve his initials in the bark, break off branches, or otherwise damage the trees?" Not a single hand goes up. "Very well. Now how many of you will always try to protect the trees against any damage of that kind?" Every hand goes up, and every boy and girls means it, too. Trees become their friends. They learn gladly how to take care of them, and and everything new they learn about them becomes a source of pleasure and satisfaction. And that is recreation. The highest form of recreation.

Creed

The Junior Foresters have the following creed:
As a Junior Forester

I believe that trees are one of Nature's best gifts to humanity and deserve our efforts to preserve them.

I will always avoid bruising, breaking, or otherwise damaging trees and will try my best to keep others from doing the same, whether it be around my home, on streets, in the city parks, or elsewhere.

I will try to keep the trees properly pruned, kept free from insects and diseases.

I will study and learn all I can about trees and the proper care of them, so that I can do my part in beautifying not only my home, my school and neighborhood, but the entire city in which I live.

I will share my knowledge with others whom I will try to interest in good tree culture and conservation.

"MORE AND BETTER TREES," will always be my slogan.

It is surprising how faithfully some of the youngsters carry out this pledge. Ronnie, a fifth grader, was president of his school's club. One day he saw the neighborhood bully up in a tree for no other purpose, according to Ronnie's deduction, than damage. He gave the bully—who was much bigger—a lecture on trees and asked him to come down. The bully came down—and blacked both of Ronnie's eyes. Did Ronnie become discouraged and lose his interest in trees? He did not! "I'm going to work even harder now," he said, "to protect the

trees against any injury." He wants to become a professional forester.

One day, we discussed in a class the process of the purification of air, the trees taking in carbon dioxide and sending back pure oxygen. There was a potted plant in the classroom and one youngster wanted to know how long the class could remain alive if all fresh air were excluded and this plant was the only source of pure air.

I put the question right back in his lap and suggested he see a biology professor in the local university and discuss the problem with him. Four boys were selected to see the professor and the meeting was arranged. During the intervening time these boys talked, read, questioned, debated, and dreamed about trees. They tried everything and asked everybody for information about trees, particularly the so-called photosynthesis process. Their teacher said they didn't play, and she doubted if they had slept or had eaten much during that time. Regular school work was disposed of as quickly as possible, and all available time was spent in learning all they could find about the science of trees.

Finally the day of the meeting arrived. The boys, hungry for knowledge, were ready with the potted plant question and a dozen others—all intelligent questions, some of them highly original. The session was very interesting with these 11- and 12-year-old boys. They probably learned more about trees during that short but exciting period than they would in some regular course. The local newspaper published their picture and story, and the boys, very happy about it, thought they had one of the best and most profitable times of their lives.

Following this episode many of the other Junior Forester clubs wanted questions and problems to solve. "Where does the green color come from in the trees? How did evergreens become so and why and how do they survive the winter? Where does the oxygen come from in winter when there are no leaves on the trees to purify the air? What causes the leaves to fall?" These questions and many others were assigned and reports were made in following sessions.

By-Products

One of the most valuable by-products of this kind of activity is the fact that it turns the child's mind from mischievous and delinquent acts into channels of wholesome thinking and reasoning and helps to develop healthy and desirable traits of character. We feel certain that this form of recre-

ation has considerable effect on the future life of the boy or the girl, and is instrumental, in some cases, in leading to a worthwhile and successful profession or vocation.

The teacher-sponsor of the original forestry club in Omaha makes this comment: "Where can a teacher find a project which will help children to become better citizens, teach them how to use their leisure time to the best advantage and at the same time instill practicability? Junior Forestry is the answer.

"Children love growing things and want to learn about them. We also know that they learn best by doing. Through demonstrations, programs and actual projects worked out on the school grounds

and at their homes, they work on their problems, not just in theory, but in actual reality. They learn to plant, prune, fertilize and water properly. They also learn to stake and wrap trees, and how to control insects and diseases. Technical words come to life for them. Words such as *cambium* and *chlorophyll* soon have a real meaning, and are not just meaningless words from a reference book.

"A deep appreciation of nature, in all its bewildering glory, develops as they care for the trees they have planted.

"I have sponsored and taught Junior Forestry for four years, and find that this work lends itself more toward real teaching than any science project I have ever attempted."

Padua Hills - - *Theater in Action*

By PHILIP L. SEMAN

Honorary Chairman, Chicago Recreation Commission

A SHORT TIME AGO I had the joyous experience of visiting the Padua Hills Community Center, a short distance from Los Angeles, near Claremont and Pomona Colleges. Here, in a group of red tiled buildings on a little mesa or tableland in the foothills, a group of young Mexicans live and work under the sponsorship of the Padua Institute, a non-profit educational organization. They are winning well-merited attention in perpetuating the customs and traditions of their native land through the medium of the theater, the arts, the crafts, and the dance.

Padua Hills is a favored rendezvous for tens of thousands of residents of the area who have been captivated by the charm of the republic to the south. It is also a "must see" item on the itinerary of nearly every visitor to Southern California.

Around the Calendar

Situated in an ancient olive grove, the community center is dominated by the Padua Hills Theater, where performances are staged the year round. Dramas, comedies, and even melodramas reproduce the life and customs of the people of the region, and introduce authentic costumes, songs and dances. The plays are frequently in Spanish,

occasionally in English. Because they aim at English speaking audiences the action must be clearly understandable to anyone not familiar with Spanish.

Actors serve as hosts and hostesses for an indoor or outdoor fiesta, which follows each performance. Our visit to Padua Hills was in the summer, and the after-theater party was held in the patio of the theater. It included all sorts of novel Mexican games, song and dance entertainment, and unusual Mexican refreshments. These carnivals are called "Jamaicas" after a soft drink served at such festivals in Mexico. During the cooler weather, the post-curtain fiesta is staged in the foyer and dining room, and takes on the character of a Mexican tea, or *merienda*, with song and dance entertainment and typical seasonal refreshments.

The Mexican players were organized in 1932. Since that time they have presented 116 productions based upon the folk culture of Mexico and old California. Padua Institute controls and operates the theater and dining room. Its purpose is to give the highest type of entertainment and through it to keep alive the romantic Spanish and Mexican traditions of California and provide an opportunity for an intimate and friendly understanding of our Latin American neighbors.

The Institute gathers and preserves the traditions of Mexico and Spanish California. It also gives a talented group of Mexican young people a wonderful opportunity for training and self-expression. These young people include some of Mexican descent and many who were born in Mexico. They are given intensive training in acting, singing, dancing, elocution, and social usages. The young ladies live in a dormitory in Claremont about three miles from Padua Hills with a house mother. The young men live in cabins on Padua Hill property. During the past years many have gone out to prominent positions in the theatrical, educational and business world.

The community center arts and crafts studios include ceramics, handloom weaving (which was discontinued during the war) and curios in their program.

Life for the young people at Padua Hills closely follows life in Mexico, and many of the holidays observed in the republic are celebrated at Padua. Each Christmas the players stage an annual production of *La Posadas*, a quaint and colorful drama reproducing the picturesque Christmas customs of old Mexico.

In the spring a play is dedicated to San Ysidro, patron saint of Mexican farmers, and such national holidays as *El Crito de Dolores* (Mexico's Fourth of July) and *Cinco de Mayo* (anniversary of the Battle of Puebla) are observed with programs of patriotic songs and dances.

Frequently the days of the Dons in Southern California are revived with plays which include the gay fiestas of the old ranchos introducing such colorful dances as "La Cachucha" and "La Jota" favorites of days when great herds of cattle roamed the countryside.

Last summer we saw the Mexican Players in *Celaya Stop*, a comedy of a Mexican railway station written by the director of the theater.

The nature of the play gave an unusual opportunity to the players to show not only their ability as actors, but what is more important from an entertainment point of view, a chance to show their splendid skills in music, song and native dances. This was theater in the finest sense, for the play was done in a perfectly natural manner. In spite

of the lack of the knowledge of the language, with the aid of the synopsis of the play printed in the program, the audience to a man enjoyed and understood the play throughout.

Development

In 1930, a group of residents of Claremont, site of Claremont College, had acquired more than 2,000 acres in the Pomona Valley foothills, with the idea of preserving the natural beauty of the area.

At the time, rough cabins and nondescript structures which did not fit into the cultural atmosphere of the college community were being erected. A community center was planned with a theater of Spanish California architecture as the dominating feature of the project. The theater was designed to provide a playhouse for the Claremont Community Players.

From the first, the employees of the dining room were Mexican young people. The innate love of singing and dancing and the artistic temperament of these young folk led them to take a keen interest in the stage activities. Their natural stage presence and apparent talents in entertaining suggested the possibility of self-expression in the theater. Their first appearances on the stage were in song and dance productions.

So zealously did they enter into the spirit of play acting that the management soon saw the possibilities of preserving the traditions and customs of early California and Mexico through the theater. At the same time those responsible reasoned that the plays would offer many deserving young Mexican folk the opportunity to develop their artistic talents and assume a more important position in the cultural life of the community.

Even the vicissitudes of World War II, the writer is told, failed to dampen the enthusiasm of the players or management. In fact, blackouts, gasoline rationing, curtailment of transportation facilities, and similar deterrent factors seemed to increase their enthusiasm. Now that the war is over the sponsors have restated their determination to maintain Padua Hills as an important aid to good intercultural relations between the United States and Mexico.

Congratulations

TO THE VICTOR goes the award! The annual distinguished service award of the Inglewood, California, Junior Chamber of Commerce was presented to Ray K. Goates for his outstanding recreation work. As Inglewood's recreation director, Mr. Goates has promoted social and athletic activities for boys and girls, men and women. It is his organization and leadership which has made the competitive athletic contests, the junior sports program, the annual city swimming championship meets, the table tennis tournaments and the social activities program so successful.



Hugh McK. Landon

HUGH MCK. LANDON died at his home in Indianapolis on April 2nd. He was one of the first citizens of Indianapolis, a leader in the Community Chest, president of the James Whitcomb Riley Memorial Association and active in behalf of the Riley Children's Hospital, and chairman of the board of the Fletcher Trust Company.

For about 35 years he served as a member of the Board of Directors of the National Recreation Association. All these years he was a sponsor of the Association in securing the contributions for its work in the city of Indianapolis. He served as a member of special committees. While making trips as president of the Harvard Alumni Association he would arrange also to carry through special projects for the Association. Mr. Landon's mind was always active on practical recreation problems. On his own initiative he would make suggestions about the program of work for the Association. He was not one to wait to be asked for help but was ever ready to volunteer to assist in this or that way. He had a deep personal interest in the workers of the National Recreation Association.

In the national recreation movement the kind of service that Mr. Landon rendered was of priceless value. He helped in thinking problems through, in taking time to visit his friends in different cities and talking with them about recreation problems. He tried to enlist the support of various groups. He asked searching questions about the various projects of the Association. He constantly emphasized the fundamental principles which he considered important if the best possible recreation service for men, women and children was to be built up in the various communities of the United States.

Softball Rules

THE JOINT COMMITTEE ON SOFTBALL has announced that there will be no change in the present rules in softball. Rules for 1946 will govern play for the season of 1947. (See RECREATION, May 1946.)

Arthur T. Noren, secretary-treasurer of the committee, stated that softball players — whose numbers run into the thousands — have, through their representatives, generally indicated approval of the rather drastic changes which were in effect during the past season, including shortening the distance of the baseline from 60' to 55', elimination of the short fielder position, making softball a nine man game comparable to baseball, and awarding a base on balls when a player is hit by a pitched ball. The result of these changes has been to reach more nearly a balance between offensive and defensive play.

The committee's report follows:

1947 rules are in effect the same as 1946 with the following minor corrections:

Change "1946" to "1947" in all instances.

Under the listing of members of Joint Rules Committee on Softball change F. M. Coombs to read Penn State College, State College, Pennsylvania.

Rule 3, Section 7 to read, "A shoe shall be considered official in Softball games if it is (a) Made with either canvas or leather uppers or similar material, with or without soft rubber cleats; (b) Made with uppers of leather or similar material with hard rubber cleats; (c) Made with uppers of leather or similar material with ordinary metal sole and heel plates, the spikes of which shall in no case extend more than $\frac{3}{4}$ inch from the sole or heel of the shoe. Track spikes are illegal and will be barred." (To all purposes this will mean that there will be a uniform type of spike for both softball and baseball shoes.)

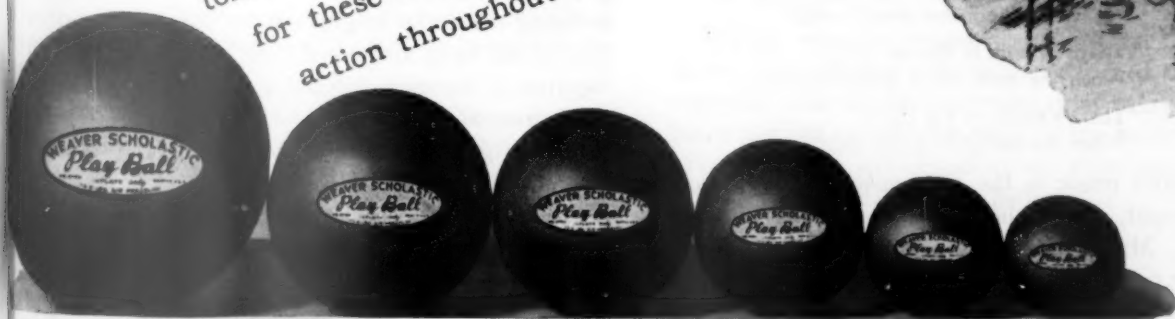
Permission to reprint the Rules for distribution is granted on condition that the above directions are followed, and that a royalty payment of \$2.50 per thousand copies printed is made. Check should be made payable to Arthur T. Noren, Secretary-Treasurer, Joint Rules Committee on Softball, 60 West Princeton Road, Bala-Cynwyd, Pa.

Much of the strength there is in the recreation movement today would not be there but for the kind of leadership which Mr. Landon gave these many years.



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Music in the Air

By HELEN LADD
Director of Music
Fall River, Massachusetts

"THERE'S music in the air
When the infant morn is nigh
"There's music in the air
When the noon tide's sultry beam
"There's music in the air
When the twilight's gentle sigh"

There's music in the air, music morning, noon and night, when the boys' glee clubs of Fall River, Massachusetts, are tuning up for their spring concerts. Tall boys, short boys, thin boys, fat boys; fourth graders, twelfth graders, even a few G.I. veterans returned to finish their high school education; boys whose parents are only one or two generations removed from France, Portu-

gal, Italy, China, Syria, Africa; boys whose Yankee forbears tilled the virgin soil of New England; boys of all races and creeds are learning to work together in harmony toward a common goal—the production of good music.

The original purpose in organizing our boys' glee clubs in the Fall River public schools was to try to arouse a special interest in singing and thus to carry the boys over the change of voice period. The music in the first six grades was going very well at the time but the seventh grade saw a decided drop and, although the eighth grade teachers produced some very fine work, they had a hard struggle with the tenors and basses. Only a very

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Title

Address

small percentage of boys were interested in singing by the time they reached high school.

From listening to many music teachers talk at conventions, it became evident to me that the problem of keeping boys singing during the change of voice period was more or less general throughout the country. After much thought it looked as though boys' glee clubs might be our solution to this problem.

Plans and Projects

In December, 1942, a notice was sent to the principals of grades four through twelve announcing that boys' glee clubs were to be organized and that the work was to be purely voluntary on the part of both pupils and teachers. Ten teachers from 10 different schools attended the first meeting. We discussed the time of rehearsals and the materials to be used and we set a date for the first concert. About this entirely new project, there were many different ideas of procedure. In fact, ideas were so multifarious that we decided to let each teacher make his own plans to suit his individual situation. In some schools one music period a week was given to the boys' glee club and then once a month three or four schools met to form one large glee club. Some teachers wanted to rehearse before school in the morning, some before the afternoon session, some after school and some the last half hour of the Friday afternoon session.

Materials were selected from our regular school music books and some octavo music was purchased. All of this music was carefully studied to be sure that the songs were such that there would be no strain on the voices. We definitely believe that singing does not harm the changing voice provided good judgment is used.

It was decided to have, each year, a special feature as an incentive to the boys—a vocal or instrumental soloist, a judge to give constructive criticism, or a special concert by an outside organization given for the participants in the boys' glee clubs.

At that time the war was making us chevron conscious so we asked the sewing department to make black sleeve bands with a red stripe for each year of membership in the club, a stripe to be added for each year of service.

As the project developed it became obvious that more than just musical impetus was to be gained. We have in Fall River people of many races and creeds, and in spite of the fact that America is called the big melting pot, the various groups do not always "melt." Since it is common knowledge that racial groups tend to segregate themselves, an

effort was made from the very beginning to have boys from several school districts sing together as one club. At first there was a little friction among members, but it was not long before they were all working together to make their combined glee club the best in the concert.

In an effort to develop this line of thought further, we used a great many folk songs on our programs so that the boys could become familiar with the music of many nations. The fifth and sixth grade groups chose one, two and three part music while the clubs composed of boys from grades seven through twelve selected three and four part music.

Progress

The first concert was held in May, 1943, with two elementary choruses, one intermediate chorus, the high school boys' glee club, the high school band, and a trombone soloist from the Boston Symphony Orchestra. The boys were seated in the front of the hall so that they might hear the entire program. The hall holds 900 people. Almost every seat was taken with many teachers from non-participating schools in the audience. The evening was a success from every angle.

When school began the next September, it was gratifying to notice the improvement in the classroom work where glee club "veterans" were enrolled. When the glee club notice went out for 1944, 20 schools responded with enough material for two evenings of music. The director of music in Providence was engaged to attend the dress rehearsal and give each group a constructive criticism of its work.

In 1945, 20 schools divided into eight clubs with approximately 50 boys in each group swelled our members to 400. We decided again to have two evenings of music with the high school band providing instrumental music on one program and the grammar school orchestra assisting on the second with a baritone soloist invited as the guest artist. At this concert many of the boys were proudly wearing arm bands with three red stripes.

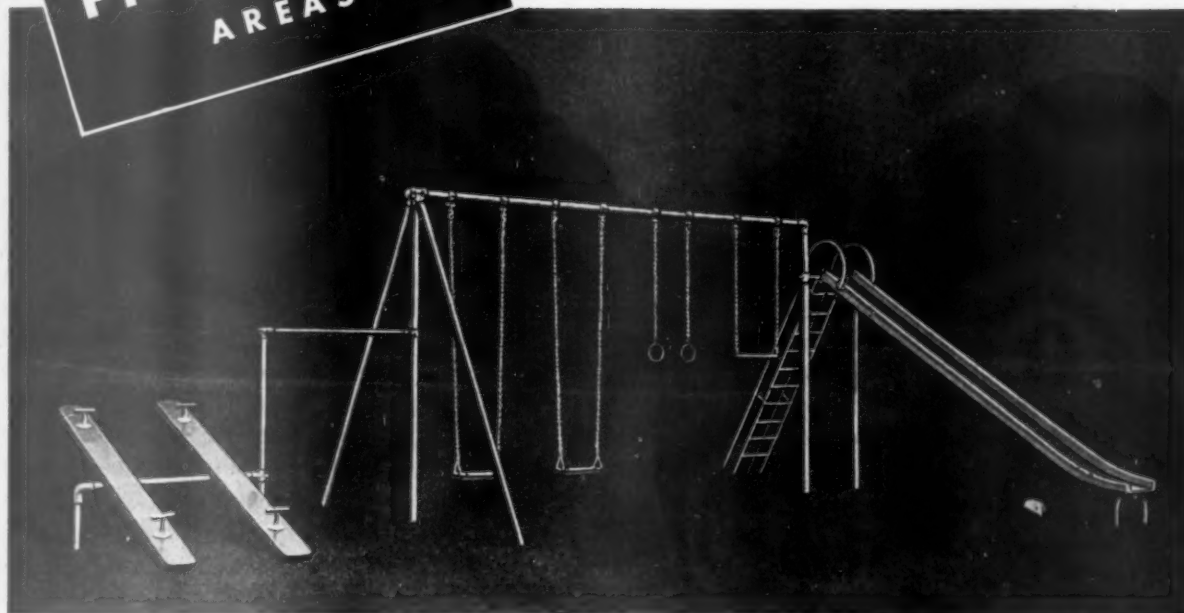
In 1946, 31 out of a possible 35 schools were represented in two concerts by 14 glee clubs with 800 boys participating. One group of 65 singers had 51 three-year boys in it, evidence that boys do retain their interest in singing from year to year.

The week after their public performances, the boys were all invited to a concert given by the Fall River Men's Glee Club. The members of this group became so interested in our project that they invited the High School Glee Club to sing with them at one of their rehearsals and gave them

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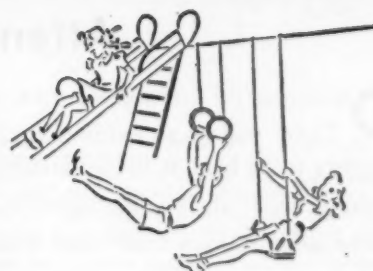
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a party afterwards. They now look to the boys' glee clubs for recruits for their organization and several of our last year's graduates have recently become members.

The concerts were so popular in the spring of 1946 that tickets entered the black market. Up to this time we had thought that perhaps the boys' glee clubs were helping to combat juvenile delinquency, but these dark dealings made us slightly dubious. To avoid the black market situation and allow more people to attend the concerts, we plan to have three evenings of choral music this year with 1,000 boys participating.

Results

Of course there is much hard work involved all along the way, but the results more than justify our efforts. The boys very obviously enjoy taking part in the concerts even though they do not always enjoy all the hard work of preparation. The carry-over value of the glee clubs into classroom work is gratifyingly noticeable, according to the statements of classroom teachers.

The boys' glee clubs have also had a good effect upon our instrumental program. Unfortunately we do not have instrumental instruction in

our schools so we have featured the instruments we wish to develop. Last year we had an orchestra of 50 string players on one program, on another a flute and horn duet. This emphasis has helped to create a demand for these instruments.

The popularity of the boys' glee clubs has stimulated the girls' interest in choral music. We have had to form two more girls' choruses in the high school this year to meet the demand. The boys who started four years ago are just now beginning to enter high school, and this year we have a big group of serious singers.

Definitely, these boys' glee clubs have aroused an interest that carries our lads over the change of voice period and keeps them singing. From a broader viewpoint, the clubs have helped to develop team work and pride in accomplishment and to form beneficial friendships. An important development in public relations has come about through the better understanding which the clubs have created and fostered between the school and the home as well as between the school and the citizens in general. Perhaps the greatest value is to the individual pupil by starting him in a leisure time activity that will give him profitable interest and pleasure during his lifetime.

Attention, Children's Theatres!

DIRECTORS OF CHILDREN'S THEATRES are being invited to show off their productions in June 1947. There will be an exhibit on children's theatre at the American Educational Theatre Association conference to be held at the University of Indiana, Bloomington, June 16-20. There will be five sections of exhibit material, i.e., photographs of productions, costume designs (not more than five from a theatre), scene designs (not more than five from a theatre), special material such as programs, posters, or other promotion material (not more than one panel from a theatre).

Material must be mounted on illustration board 40" x 24", and should be sent express prepaid, marked "For AETA Children's Theatre Exhibit" to Miss Julie Shaw, Alumni Hall, Indiana Union, University of Indiana, Bloomington, Indiana.

Other features of the five day Children's Theatre conference will be talks and discussions devoted to organizing new programs, organization problems of established groups, finances, and publicity, script values, analyzing audience reaction, production demonstrations.

Of special interest to recreation leaders will be participation in the conference by members of community recreation departments. Both Hazel Glaister Robertson, director, and Roy Morgan, technical director of the Palo Alto Recreation Department's children's theatre will take part in the program, and there will be reports from Richmond, Virginia, on the Aladdin Players and from Portland, Maine, on the Trailer Theatre—both activities carried on by or in cooperation with community recreation departments.

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Conservation Clubs

By ED ADAMS and EARL WALLACE
Division of Game and Fish
Frankfort, Kentucky

ON MARCH 13, 1945 the first Junior Conservation Club was organized at Frankfort, Kentucky, under the supervision of the Division of Game and Fish and sponsored by the Franklin County Sportsmen's Club. From that date until the present time, 133 such clubs have been organized throughout the state. These clubs are under the direct supervision of counselors appointed by senior game and fish clubs who take the responsibility for sponsoring the junior clubs in their respective counties. To help these senior clubs with the boys, there are 87 conservation officers, nine district supervisors and two assistants.

These professional helpers are all members of the Kentucky Division of Game and Fish which also provides the clubs with membership cards, membership buttons, the division magazine, *Happy Hunting Ground*, and the League of Kentucky Sportsmen's magazine. All clubs work along together each month on the same project set by their adult advisers.

The primary reason for this new type of approach to conservation was the realization that wildlife in our state was rapidly diminishing. Kentucky could no longer be called the "Happy Hunting Ground." After a careful study, it was decided to place the future of Kentucky's wildlife in the hands of our young people. The older generation had proved that it could not be changed very much in regard to conservation. So, in a great belief in the youth of our state who have inherited the love of out-of-doors from their pioneer forefathers, we started our program. We moved slowly at first, feeling our way, knowing that if this program were to be a success it must be definite and concise.

Monthly Projects

The first year the junior clubs were in operation, a 12-point program was set up to cover the entire year's work. It started on July 1, 1945. Each project lasted a month. During the month of July, the boys wrote essays on a fishing trip

they had taken during the summer or on any phase of fishing they desired. At that time, as there were only nine clubs in operation, the winner in each club was awarded a prize by the Division of Game and Fish. In August, each club had a camping party, under the supervision of their counselors. Each boy compiled a report of his trip and what he had learned on it.

September found the boys receiving instructions in forest fire prevention, tree identification, and the making of scrapbooks. They were taken into the fields for these lessons.

During the month of October the boys learned the proper equipment and clothing to be taken on a hunting or camping trip. They were told what to take with them for all emergencies and what not to take with them—because it would be in their way. This project was worked out by an ex-serviceman who had had experience for several years, and it was carried out at meetings by experienced hunters and campers.

The handling of firearms was discussed in November and the boys were allowed to handle rifles and shotguns under the strict supervision of counselors. They were told what to do and what not to do to prevent accidents in the field.

The instructions received during the two previous months were put to use in the December meeting when the boys were taken into the field on a hunting and camping trip. The counselors and senior club members accompanied them, saw that they received the proper instructions, checked their precautions in the handling of firearms.

In January, the boys studied trapping and furbearing animals. They were taught the proper traps to use, the traps that are legal under the Game and Fish Laws, and how to tan and treat the hides for commercial use.

During the month of February when it was hard for the birds and animals to find food, the boys planted boxes of food for birds and scattered scraps over the ground to help the wild things survive. They were instructed in the food different types of wildlife live on and the various methods of protection they could provide for the animals.

A conservation officer was sent to each club for the March meeting to discuss the Game and Fish Laws and answer all questions the boys might wish to ask. At the end of this meeting, the boys were given a test on the laws to see just what they had learned.

When the fishing season arrived in April, the boys were given a demonstration on casting by a senior sportsman. Various types of bait, plugs,

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rods, reels, and the like were exhibited and demonstrated.

In May, the clubs had a casting tournament. The winner in the junior division (6-12) and in the senior division (13-17) competed in each class, and the winner and runner-up from each group were selected to compete in the district tournament.

The district casting tournament was held in June. A central point in each district was selected, and the winners and runners-up from all clubs met in their respective districts. A winner was determined to represent each district at the state tournament which was held at the Kentucky State Fair.

The Division of Game and Fish furnished the prizes for the state tournament. A trophy for each group was awarded to the winners; there were reels for second place, reels for third place, and tackle boxes for all other contestants.

During the period when the district contest was going on, the other boys were working on posters to be exhibited at the State Fair. Subjects were any phase of conservation, and prizes were awarded for the best posters in each age group. Hunting knives were given for first prize, flashlights for second, compasses for third.

Summer Program

Last summer an experimental camp for the boys was set up at one of our large lakes, located in the southern part of the state. This camp was held for the purpose of finding out just what would constitute a successful summer program, when the boys are out of school and "in the rough." The camp followed up on all of the projects that the boys had completed during the year and gave them a chance to apply the knowledge that they had acquired during the regular camping, hunting, fishing and other projects.

During the camp period the boys took nature trips, studied trees, birds and shrubs. They were trained in marksmanship and shot 10 rounds at regulation targets each day. Training in camp craft was given and the boys were scored on sportsmanship in camping, cooking, and the fundamentals of our Game and Fish Laws. They were also taught all of the safety features regarding boat handling and operation of outboard motors. At the close of the camping period, an examination was given and prizes were awarded to the boys attaining the highest scores.

The camp was very successful. The boys were so enthusiastic about it that another was held. When the plan for three such camps, to be located on lakes in various sections of Kentucky, was pre-

sented to the Game and Fish Commission, it appropriated adequate funds to provide them for the summer program for the junior clubs.

The only difference between these three camps and the experimental camp is the fact that the boys will have shelter houses built to provide a meeting place in case of rain or bad weather. At the experimental camp, which was set up temporarily, only tents were available. Our plans for the future are to entertain several thousand boys in camp each summer instead of the 41 that we had this year.

In addition to the summer camp, the Division Game Farm at Frankfort was able to furnish the boys with day old quail to raise. These birds were picked up at the Game Farm by members of the senior clubs and transported to the brooders, furnished by the division and operated by the boys. When the birds were six weeks old, they were released. All of the clubs did not take birds to raise, but all that wanted them were given 50.

All clubs interested in obtaining bass fry to raise in their rearing ponds got the fish from the Fisheries Department. The ponds were furnished the boys by the senior club, and the department provided the fish, helped the boys seine their ponds and fertilize them before the fish arrived. After the fry reached the fingerling stage, they were seined by the division seining crew, assisted by the junior members, and distributed to any lake, pond or stream that the junior or senior club designated.

Future Plans

Since the junior program has become a definite part of the Division of Game and Fish, a five-year working plan is being organized for the boys. Sixty lessons are being prepared, one for each month. They will be printed as soon as they are completed. These books will then be turned over to the counselors, conservation officers and supervisors for use at meetings. The lessons begin with the five natural resources and branch out into every phase of these resources, working in projects along the same line as those used last year.

The Department of Junior Conservation Clubs for the coming year will reach at least twice or three times as many boys as it did during the past year when it was just beginning, and there will be double the number of clubs that we now have. Thus the future citizens of Kentucky will be conservation-minded so that their generation will have a more abundant supply of game, fish, minerals, trees, and soil to furnish them a better means of recreation and food supply.

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Combined Operations

**Recreation department
and schools of Peoria,
Illinois, pool resources**

A UNION OF AGENCIES concerned with the promotion of public recreation is not new to many cities. Coordinated plans between schools, park boards and the agency responsible for the recreation program in the community are now in effect in many cities throughout the country. What makes the Peoria plan worthy of mention here is the way in which it came into being.

Generally, the schools see the problem of community recreation but fail to face the question very seriously. A superintendent of recreation going into a city to set up a year-round program of recreation activities follows a familiar pattern. Cautiously, he establishes his department as an agency

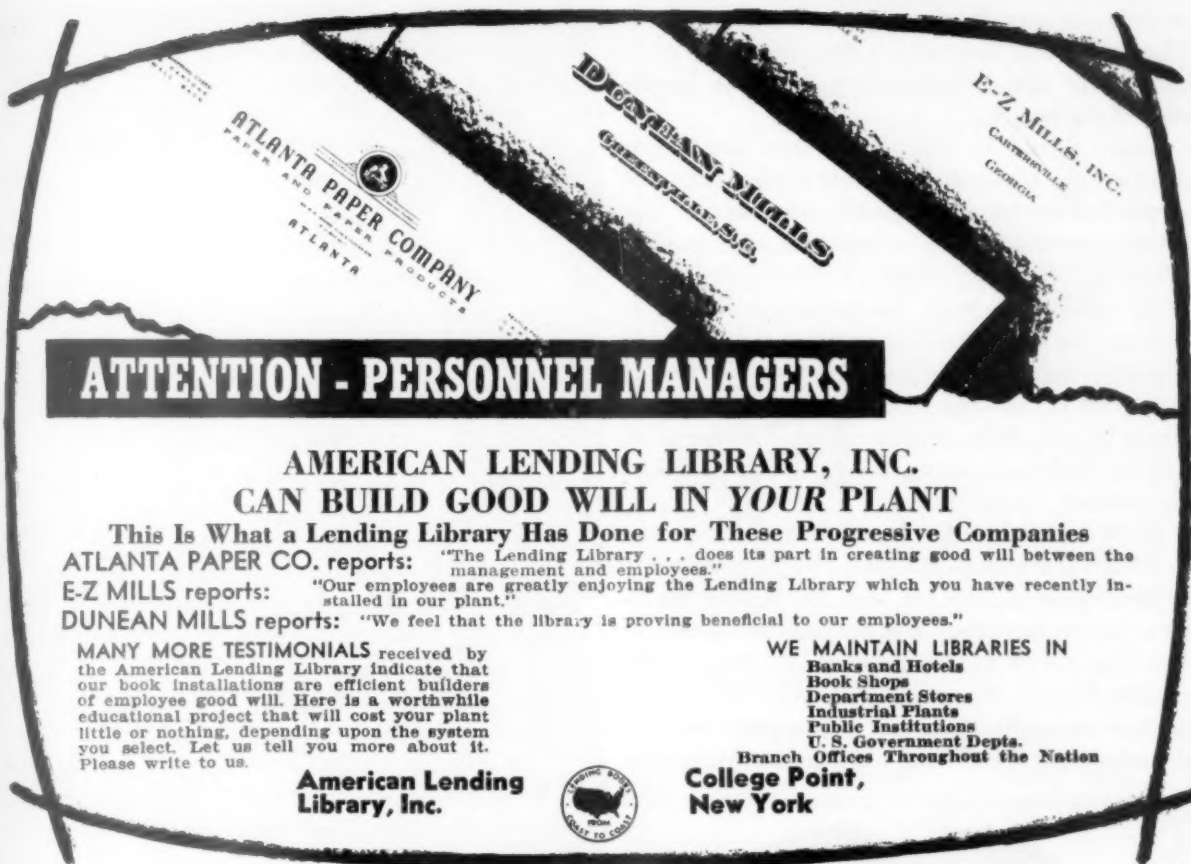
By ROBERT L. HORNEY
Superintendent of Recreation
Peoria, Illinois

worthy of merit and recognition on its own. After some irresolution, the pinch of want of more adequate facilities has sent many a superintendent to plead his case before indifferent school boards and school administrations. Too often any real attempt toward a coordinated plan meets with slow or meager success. Yet the public schools are the natural center of leisure-time activities because of their extensive facilities and their personnel resources. When the schools realize their obligation to help provide recreation services, coordinated program may develop.

Peoria inaugurated a year-round community recreation program on April 1, 1946, under the administration of the Peoria Playground and Recreation Commission. In the beginning, the city council earmarked the recreation budget for leadership, supplies and equipment. The commission was firm in its belief that no money should go into permanent buildings or the acquisition of new areas. This created a need to use all available



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facilities by coordinating the work of the Peoria Playground and Recreation Commission with other community agencies concerned with the leisure time of the people.

There should be only a few who any longer question the value of a synthesis of education and recreation—at least a theoretical synthesis. The problem now is largely a practical one, namely, "How can we bring about a union of the two?" L. P. Jacks in his book, *Education Through Recreation*, has said, "To understand the meaning of education and recreation, we must see the two in union and not in separation." Fortunately for the city of Peoria, their superintendent of schools, Dr. Melvin G. Davis, is in accord with the ideals of Dr. Jacks.

Early in April, at Dr. Davis' invitation, we met to discuss our mutual obligation to the community in developing a program. Dr. Davis gave assurance that he was ready and waiting for the recreation department to step in where the school curriculum left off. He was enthusiastic and eager to start an after school program which would lengthen the school day by offering a wholesome recreation

program of intramural sports for boys and girls. He felt that by pooling our money, leadership and facilities, this goal could be reached.

Beginnings

Out of the first meeting grew the plan now in operation. The program is run jointly by the public schools and the recreation commission, with the schools providing the facilities and equipment and the recreation commission the leadership and program plan. Following several conferences, a joint committee was appointed by Dr. Davis consisting of two intramural directors, the director of public school physical education, three grade school principals and the superintendent of recreation for the Peoria Playground and Recreation Commission. The committee first met with all the elementary school principals to discuss what could be done and where to start. This was a thought-provoking meeting between two elements. One, the minority, favored a competitive athletic program against the majority who preferred intramural recreation sports and games.

In addition, the joint committee met with Dr. Davis, the assistant superintendent of schools, the superintendent of buildings and grounds, and a union representative for the school custodians to determine the administration, control and operation of facilities.

From these meetings, the after school recreation program conducted jointly by the schools and the Peoria Playground and Recreation Commission came into being at 23 elementary schools and one junior high school. The purpose of the program set up by the committee is to provide a supervised program of intramural sports and recreation activities to meet the interest of boys and girls of elementary school level from the fourth through the eighth grades. The objective is to encourage participation of boys and girls in as many different activities as facilities will allow for a minimum of four afternoons per week from 3:30 to 5 and on Saturday mornings from 9 to 11:30. The fall program, set up to operate from September 16 through November 22, included the following activities: touch football, volley ball, soccer, speed ball, newcomb, dodge ball, long ball, end ball, kick baseball, archery, badminton, deck tennis, field hockey and field day tournaments. From these each leader selects a minimum of three activities for boys and three activities for girls.

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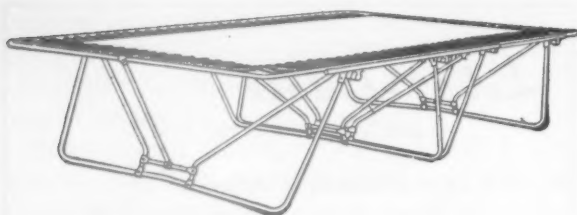
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mote mass games, to include all age levels and provide equal opportunities. The program is not designed to make a few star athletes; rather, it aims to develop skills for as many participants as possible.

To climax the fall season, to "add frosting to the cake," the 24 schools are divided into five districts, making it possible for round-robin tournaments at athletic fields easily accessible to each district. This avoids a strenuous schedule of interschool games in—too often—spurious play which becomes a business, forgetting that recreation is play for the pleasure of play. Games are played on Saturday mornings and, by dividing the city into districts, the problems of transportation and supervision are few. The Peoria Park Board has cooperated in providing the athletic fields where elementary school areas are inadequate.

Looking Ahead

After the experience of actual operation, the joint committee feels that it will be better prepared to formulate the program for the two succeeding seasons, the winter season from December 1 through March 31 and the spring season from April 1 through June 10.

What are the shortcomings of the plan? Many, as far as program content is concerned. The Peoria Playground and Recreation Commission would be the first to admit the inadequacy of any program made up wholly of physical activity. But there seem to be two ways to measure the success of such a program. One is through the actual activity participation, which is one barometer of success. The second is the start of a working relationship between two agencies vitally concerned and responsible for the leisure time of their people.

It is simple enough to work out a paper program of diversified activities, but in actual practice, the physical activities seem to be the natural beginning. Most children are quick to respond to physical play. We are not unmindful that varied recreation activities must be added to reach all children. These will come when the budget is increased and trained leaders can be found. Finding local leaders with a genuine recreation philosophy and enough skill in their respective fields to respond to recreation training is one of the big factors to be met before the program can be widened to include dramatics, craft, music, hobby clubs, and other activities at all of the school centers.

The adult evening community center program, now in operation in eight school buildings under

the direct supervision of the Peoria Playground and Recreation Commission, provides a better rounded recreation program. The community center schedule of activities includes crafts, active game rooms and quiet game rooms, square dancing and ballroom dancing instruction, women's activity classes, men's activity classes, teen-age clubs and family night programs with community singing, sound movies and dancing.

The new city-wide activities include the Peoria Civic Orchestra, an organization designed to give musical expression to those out of high school and college who have no opportunity to play with a group; the children's little theater, open to boys and girls from 8 to 14 years of age which meets every Monday and Wednesday evenings; the boys' choir whose goal is 100 voices and whose first public program will be an Easter concert; a recreation therapy program for local hospitals; industrial basketball leagues which, with a total of 50 teams registered, will play their games in the various high school gymnasiums; and social recreation party service plus a *Party of the Month Club Bulletin* provided as part of our community-wide program.

Surely there is nothing different in this program of activities. What makes one take the trouble of getting all this down is the amazing fact that here was one community where the public school system was ready and waiting. It is a real challenge to future planning.

Recreation Congress Dates Announced

The Twenty-Ninth National Recreation Congress will be held October 13-17, 1947 in New York City, with headquarters at the Hotel New Yorker, Eighth Avenue and 34th Street. For further information, write to the Recreation Congress Committee, National Recreation Association.

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Let's Go to Sea

By STEPHEN J. SMITH



Photo by the author

IN SNOHOMISH, WASHINGTON, the public schools have for many years promoted purposeful summer recreation programs. Few have been more enjoyable—or more strenuous—than the sea-going expeditions. Results have varied with each group participating. Weather has often interfered with carefully planned schedules. Enough unpredictables have entered the picture to spice the entire summer.

The sea-going jaunts began five years ago. The Snohomish Sea Scouts made available their 40-foot ship. It's a good ship with adequate facilities aboard to feed and sleep 12 people. It has a cruising range of 400 miles, and frequent dry dock inspections guard against hazards.

Under the leadership of an instructor-skipper and his crew of three, eight students at a time spend a week or so aboard in a world far removed from accustomed activities of the winter. Sea Scouts and skipper lay out the courses and handle the ship assisted by science students who are seeking specimens and knowledge in island laboratories off the Washington coast.

Costs

Financial budgeting is carefully worked out. Students pay for both food and the cost of operation. Sea Scouts—because they take the brunt of actual operation with dawn to dark helm and navigation duty and put in hundreds of hours of dirty and uninteresting work scraping, caulking, painting, repairing engines and the like—pay in money only for food. Much of these food costs are reduced by the ship's canning program. As much as 275 quarts of fruit, vegetables and meats may be drawn upon for a summer's cruises.

Students sign in May for a cruise scheduled at

a particular time and for a specified length. At that time menus for the cruise are worked out, mileage and expenses are estimated as accurately as possible. The cost to each student is figured but no money is paid until supplies are actually loaded. Thus, if a group can live off the country—if its members are willing to pick berries, dig clams, shuck oysters and put in odd hours fishing—costs are reduced substantially. The usual cost is \$2 a day or \$25 for two weeks. A student cruise purser does the buying. The biggest single cost item, ship repairs, is met by the Community Chest and ship's funds.

The Cruises

Students and Sea Scouts organize for the cruise within an hour of port departure. The menu for the cruise is posted, and each student knows which meal he will prepare and what the preparation will entail. In five years of cruising a few meals have been late but none has been indigestible.

Each member of the group has an interest beyond the mere pleasure of cruising. They learn marine zoology, study birds where birds live, navigate in calm and storm, study botany on various islands and at various altitudes. They swim and hike, play games, sing around a camp fire, visit strange ports, meet interesting people.

Each trip to the island laboratories features a competition in collecting and identifying marine animals and plant life. On one cruise two girls identified 87 marine animals. On another two students collected and identified 65 plants.

Many events are unplanned, indeed unpredictable. One day last summer, for example, we had killed, by noon, 10 hair seals* in an effort to obtain

*Not to be confused with the fur bearing seals protected by United States law.



Photo by the author

a mature skull to add to the high school laboratory material as verification of the close relationship of the seal and the bear family. Eight of the animals sank, but the other two were dragged up on a rocky reef. It was amusing to note how readily the girls forgot their squeamishness and became absorbed in the anatomical review as the dissection went forward.

On another occasion we had the unexpected privilege of spending an hour in the middle of a school of 60 whales cutting their capers in the Straits of Juan de Fuca. We spotted a few of the school, ran up tide, shut off the power, and drifter' silently down upon them. Soon whales were all around us—cows and their calves and some wary old bulls. A guard whale stood on his tail a hundred feet away and looked us over. It was a tense moment. Four 40-footers leisurely surfaced off our starboard beam to give breath explosively. They submerged, heading toward us, passed directly under our keel, and reappeared on the port beam.

An approaching diesel tug alarmed the whale school and it submerged. Once more the sea was ruled by the tide, the wind, the gulls. We started our engine and headed toward Victoria where we spent the remainder of the day in the provincial museum of natural history.

Study hours vary with the tides, the islands visited, the purposes of the visit. Sometimes we are up at 4 A.M. to benefit from a particular tidal situation. Bird study often requires late afternoon or evening observations when certain birds return to their rookeries. Some days the skipper and crew are up at dawn to run the cruiser to the next port or island objective while the students sleep in.

MAY 1947

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World at Play

The People Demand

THE Metropolitan Museum of Art reports that last year a total of 1,826,353 persons visited the Museum, an increase of nearly 50 percent over the largest prewar figure.

An announcement by the Museum emphasizes the rising population demands on all cultural and educational facilities because of the constant increase of leisure time.

Vermont

WORD has just been received from Theresa Schmidt Brungardt that a joint resolution was passed by the Senate and the House in Vermont to take care of the state recreation program until July 1st or until other legislation is passed. The name is now the Vermont Community Recreation Advisory Service, and the Vermont Director of Recreation is responsible to the Governor.

A bill with reference to the planning for recreation in Vermont is now pending before the legislature.

Golden Anniversary

ON February 17, 1947, the National Congress of Parents and Teachers celebrated the fiftieth anniversary of its founding. Its membership is now four million. It has had a long history of efficient work in serving the children and the communities of the United States.

For the last 41 years the National Recreation Association has had much satisfaction in working closely year after year with this great national body. The Association hopes that the next 50 years for the Congress may be even more distinguished than the last.

Facts and Figures

SIMPLE arithmetic and a few facts were all that were necessary to determine the cost of a comprehensive leisure-time program for citizens of Berkeley, California. The recreation department served a total of 1,236,595

people during the fiscal year 1945-46. The total city and school recreation budget was \$103,470.22. Thus the actual per service cost was only eight cents. But using the accepted population figures of 105,000, the per capita cost to Berkeley residents for a recreation program was only 99 cents per year. The cost of the park service was \$99,968.44, which made the combined cost \$203,438.66 or \$1.94 per capita.

Bird's-Eye View

BIRD hikes are the newest activity added to the recreation program in Allentown, Pennsylvania. A noted ornithologist conducted five hikes—four in the spring and one in the fall—for a group of people interested in birds. More than 100 Allentowners met early Sunday mornings to sight and identify their feathered friends.

A United Front

NATIONAL flags on display and colorful ceremonies marked Pan American Day. Governments of the 21 republics of the Western Hemisphere elected April 14 to commemorate their sovereignty and their voluntary union in one continental community of nations. The slogan for the 1947 observance of Pan American Day was "Cooperation—Keynote of the Americas."

Try a Jeep

JEEPS are very good investments. Ask the Park Department of Wilmette, Illinois, which owns one. The department has found theirs to be very effective in grading grounds, keeping ice rinks clean, barging through deep snow and for maintenance work in general.

Recreation for Youth*

Purpose and Scope

THE PURPOSE of this report is to set forth the contribution that recreation should make to the control and prevention of juvenile delinquency. The report makes no pretense that recreation is a cure-all for delinquency. It recognizes that recreation may make an important contribution to the social treatment of delinquent juveniles and is one of the effective instruments for the prevention of delinquency. Recreation serves best as a preventive force when opportunities for wholesome recreation are provided for all youth everywhere. Principles of action toward this end that have gained wide acceptance are set forth in this report . . .

General Principles

1. Recreation is a vital and significant segment of living and is essential in a democratic society. It is a positive force in the lives of everyone, particularly young people.
2. Recreation is a primary responsibility of every community and must be adequately provided to meet the needs of all youth, regardless of race, creed, or economic status.
3. Recreation must receive major attention in planning for the conservation and development of youth and in the prevention and control of juvenile delinquency. Recreation cuts across many fields of organization, and involves the cultural, social,

physical, and moral welfare of so many people, that basic provision for its promotion is inescapably governmental. Governmental machinery for recreation at every level—local, State, and Federal—must be provided if recreation needs are to be met.

4. Community recreation demands the mobilization and use of all resources, human, physical, and fiscal; public, private and commercial. Although the floor of basic recreation services and facilities must be provided by government, the assistance of non-governmental groups such as youth-serving agencies, commercial and industrial enterprise, the institutions, and churches is essential. Moreover, the home, in housing developments and out, as well as the schools and libraries, parks and camps have an important role to play in recreation for young people. All of these aids for youth-recreation needs must serve and encompass the youth population whether in urban centers or rural areas.

5. To produce maximum results, youth recreation services must be carefully planned and coordinated.

6. Essential to community recreation programs for youth are (a) broad, basic legislation; (b) adequate funds to establish and operate programs and services; (c) a wide range of indoor and outdoor recreation facilities and areas; and (d) competent, trained, and well-paid professional leadership as well as capable trained volunteers.

7. Youth must have a large part not only in the planning of recreation programs but also in the

*Reprinted from *Summaries of Recommendations for Action by the Panel on Recreation of the National Conference on Prevention and Control of Juvenile Delinquency.*

role of leadership. Young people are entitled to both share and lead in a democratic society.

8. Recreation has a contribution to make under those conditions that require "social treatment" of individuals and groups.

Specific Principles

Recreation—A Major Necessity and Safeguard

1. Recreation is an important part of a living process; one of a family of social services. It is recommended that it be presented to youth positively, with emphasis on his choice in free time and on his dignity as an individual, rather than as a cure-all for his delinquencies.

2. Recreation is a community responsibility. The community must support, through taxation and voluntary contributions, adequate facilities and leadership to be operated by public and private agencies.

3. Public attitude favorable to an adequate year-round recreation program should be created and sustained.

Recreation—A Community Responsibility

1. The community has a responsibility for planning, financing, and administering recreation services that provide facilities, opportunities, leadership and materials. These services must touch all neighborhoods and reach all children, youth, and adults.

Youth Needs

1. Youth needs more than a program of activities; it wants also responsibilities in the community, the Nation, and the world. Young people given the right opportunities for leadership are a force for a democratic society.

2. The war accentuated emotional, racial, and religious tensions among youth. Recreation programs should be planned to offset these tensions. Youth needs family life, affection, fellowship, security, skills, and knowledge of how to work with others.

3. Older youth need employment opportunities.

4. Youth needs qualified and understanding adult guidance that permits youth to lead and plan, as well as to be led. National, State, and local planning is necessary for the training of such adult and youth leaders.

5. Coordination between public and private agencies is needed to close the gaps in services. Studies should be made in problem areas and plans evolved by National, State, and local organiza-

tions, as to how funds, facilities, leadership, public interpretation, and training can be correlated.

6. Youth needs to be secure, healthy, self-reliant, responsible, self-disciplined.

Recreation for Youth—in Public Recreation Agencies

1. Recreation is a public responsibility. Therefore an appropriation must be made from tax funds for its facilities, leadership, and programs.

2. A public recreation system demands adequate service to all neighborhoods, all races, all ages. Surveys should be made periodically to test the extent to which this coverage is occurring.

3. Youth programs must be included in the planning for all ages. To this end youth should have representatives on planning councils to articulate its needs.

4. Voluntary youth agencies and the public departments should coordinate their facilities, leadership, equipment, and volunteer training to make adequate recreation services available to all youth in all areas.

5. By continuous interpretation, the community should work for the provision of wholesome commercial recreation.

Recreation—in Schools

1. School facilities should be operated, beyond school hours, as community centers. Education for leisure should also be given through the school curriculum and otherwise in the choice of leisure-time activities.

2. Schools should cooperate with and complement the home in planning for the leisure-time choices and activity skills.

3. Schools should join with other agencies, park boards, recreation commissions, social agencies, youth-serving organizations, recreation organizations, in a coordinated approach to recreation. An advisory community-school recreation committee is essential.

4. State legislation is often needed to empower school districts to spend funds to operate recreation programs.

5. The functional design of school facilities should provide for school and community use.

6. When schools operate recreation programs, leaders trained in recreation should be employed. These duties should not be assigned to teachers as an extra duty, or to teachers who may not have the necessary qualifications.

7. Training and experience in the leadership of

recreational activities should be included in the professional preparation of teachers.

Recreation for Youth—in Libraries

1. Books and periodicals, recordings, and other materials are a part of public services for leisure and should be available to all young people. Where these materials are not easily accessible, they should be brought to youth by bookmobile or other means, and young people should be taken to libraries, museums, and other points of interest.

2. Local or regional public libraries with appropriate services are essential in a recreation program. Local and State public library authorities should study the needs of their communities.

3. Young people should be encouraged to turn to books, libraries, and museums for information and pleasure. They should be consulted in planning library services through, for example, youth advisory committees. Reading rooms centering upon youth interests should be provided.

Recreation—in Camps

Camping contributes to the health, welfare, educational, and recreational needs of all age groups and is particularly helpful toward a secure happy life for children. It is acknowledged that better camping for more children is needed to meet the increasing demands of the times. An effort should be made toward expanding and strengthening existing programs and the development of new facilities where needed under agency, organizational, and independent auspices.

It is recommended that —

1. Appropriate facilities for a variety of types of camping be developed.

2. Camping facilities, public, voluntary, and private, be fully utilized.

3. There should be more camping opportunities available to all groups within the population.

4. The need be met for qualified leadership.

5. Community planning should be undertaken for the full development of camping programs to meet the diversified needs of all camps.

6. Communities should establish camping councils composed of all interested public, voluntary, and private organizations.

7. Communities should make a survey and study of local camping resources and needs in cooperation with all public, voluntary agencies, and private camping interests.

Recreation for Youth—in Institutions for Juvenile Delinquents

1. Recreation must be regarded as an essential human need in the same sense as eating, sleeping, working, and going to school, and must, therefore, be included with similar attention and emphasis among the services of all institutions for juvenile delinquents.

2. In correctional institutions recreation should be regarded as an essential part of normal living and be positively developmental of individual fitness, social usefulness, and citizenship; and should rarely, if ever, be used as a device to fill time or as a reward or punishment for individual or group behavior.

3. Institutions for juvenile delinquents, despite their natures and responsibilities, should minimize routine and regimentation in their recreation programs.

4. It is a mutual responsibility for community recreation service (public, private—and even commercial) and institutional recreational services to become acquainted with each other, the problems, needs, and resources of each, and the possibility of cooperative services in the interest of society—and to work out effective plans for the use of community recreation services by the institutions.

5. Professionally trained and carefully selected recreation (and/or group work) leaders should be employed in all institutions for juvenile delinquents. Recreation leadership is a specialty and not just anybody's job. Overworked teachers should not be burdened with the recreation responsibility which demands spontaneity, freshness and enthusiasm, as well as special training. If it is essential to delegate the recreation leadership to staff members otherwise employed, assurance must be had that those who assume the responsibility are adequate to the job and have sufficient time allotted for it as a part of regular duties. If volunteers are used, their qualifications must be satisfactory, and they should receive continuous in-service training as well as whatever pre-service refresher training can be provided.

6. All group work agencies in the community should be sought for consultations, guidance and assistance. Group work methods and principles play a very important role in the recreation work in correctional institutions.

7. Youth in correctional institutions should have adequate representation on an advisory board to determine the nature of the recreation program

compatible with the possibilities and purposes of the institutions.

Recreation for Youth—in Housing Developments

1. Recreation in a housing development should be so planned as to be part of the community recreation program. Its residents should participate in programs both inside and outside the development.

2. The facilities built on housing developments should be open to the public and jointly planned with recreational authorities. All youth must be welcome to project youth centers.

3. Recreation facilities should be planned as an essential part of the housing development.

4. The pooling of funds and resources by housing developers and recreational agencies must be encouraged.

5. The primary responsibility to provide facilities and services to housing residents belongs to the entire community of which the housing development is a part.

6. Housing recreation programs should not be justified on the basis of protecting property solely.

7. Recreation programs are an important contribution to tenant-management relations.

8. Tenant organization should have a part in the planning of programs. Youth should have representation.

9. The program of activities should be based on community needs.

10. Tenant committees should help in the financing, publicizing, and extension of recreation opportunities.

11. Management should guide and encourage activity committees.

12. Diversified year-round program, catering to many interests and all ages, should be conducted under leadership paid by local recreation agencies. Resident volunteer leadership should be encouraged and used under adequate supervision.

Recreation for Youth—in the Home

1. The family has an obligation to support community recreation programs. Families encourage, support, and help develop public and community recreation systems.

2. Recreation in the home and by the family group is so vital a need that the school, the church, and all recreation agencies share in responsibility for its further development. To this end both recreational teaching and recreational curriculum need exploring, to develop an interpretation of leisure as a desirable factor in our social structure and to

promote interests and skills suitable for family use in enriching the Nation's home recreational culture.

3. Every child should participate in at least one organized recreation group that meets regularly year-round. This opportunity should be provided, and the widest participation encouraged.

4. Every child must have time free from family chores and responsibilities for recreation. Families should plan their work so as to permit and encourage the youngsters to participate in wholesome recreation both in the home and community.

Recreation for Youth—in Industry

1. There should be a program for recreation for all industrial workers. Recreation in industry should stress recreation for the entire family and should place particular emphasis on recreation for the children of parents employed in industry. The worker whose wife and children are finding living enjoyable because of appropriate opportunities for investing their own leisure time is apt to be a satisfied and efficient worker.

2. Recreation in industry should be a cooperative enterprise between labor and management (and the total community with its public and private agencies). Such recreation opportunities should be looked on as a rightful expectancy and not as a charity or paternalistic enterprise.

3. Recreation in industry should not only extend far beyond company teams and exhibition groups, but should reach far beyond the sports field and include activities in drama and music, arts and crafts, nature lore, hobby clubs, the social field, discussion groups, and special events.

4. The nature of recreation services in industry should be determined by the employees.

5. Recreation in industry should provide a wide variety of opportunities for adults of both sexes. Parents who invest their off-the-job time with pleasures and profit provide stimulating examples for youth. "Families who play together are apt to stay together." Youth should participate and have a voice in the planning.

6. Recreation in industrial plants should be headed by a recreation coordinator (and whatever additional professional assistance is necessary and feasible). The competitive program is one element of the total program. Coaches or directors of special activities should be responsible to the recreation coordinator.

7. The athletic program of a company or a plant concerned with company teams should be

the responsibility of an athletic director who is a staff member.

8. It is desirable in large plants that a special assistant to the recreation coordinator be provided to give full time to youth and family opportunities and programs.

9. It is the mutual responsibility of communities and industrial plants to become acquainted with each other's needs, resources, and opportunities for cooperation and to do everything possible to share facilities and assure adequate service for all concerned. It is industry's responsibility to supplement community recreation services for the workers, and it is the community's responsibility to complement the industrial recreation services.

10. Municipal recreation systems might well provide staff members with major responsibilities for bringing about full cooperation with recreation in industrial plants in or near the community.

11. Recreation facilities for industrial plants should include boys' and girls' camps and family picnic areas whenever possible.

Recreation for Youth—in Churches

1. Churches and agencies promoting recreation as part of their program should take seriously the matter of providing training opportunities for the development of an intelligent and adequate leadership. More harm than good often comes as the result of poorly conceived and badly led activities.

2. Juvenile delinquency is becoming an increasingly grave problem. The church, along with other agencies, must do its part in the solution of this problem. Adequate recreation is part of the answer. Therefore, the church, cooperating with all of the agencies in the community, should feel a responsibility for seeing that adequate recreation opportunities are available. In such plans as are made, the planning group, whatever it be, should be aware that the delinquency angle is only a part of the total problem of leisure. The whole matter of enriching life for people who will never be listed as delinquents is also part of the recreation leader's problem.

3. The church should cooperate in setting up community recreation programs. No church and no other single agency alone can do all that needs to be done.

Coordination of Community Recreation

1. An effort should be made to integrate and coordinate the physical and human resources of all local agencies and organizations toward the end of joint planning and action for recreation.

2. Coordination of and planning for recreation should be continuously related to comprehensive community planning.

3. A council for coordinating recreation should be established in each community, and if such instrument is in existence effort should be made to strengthen it.

4. In larger communities consideration should be given to the establishment of coordinating councils on a neighborhood basis.

5. Local coordinating councils should give serious consideration to such problems as duplication of agency services, spheres of operation, planning of capital improvements, etc.

6. Coordinating councils should extend themselves in creating favorable public opinion, negotiating advantages for the work, and campaigning for high standards of leadership, programs, and facilities.

7. Coordinating councils should encourage cooperative undertakings, such as (a) training institutes, and (b) joint use of facilities, etc.

Basic Elements of Recreation Service Planning

1. Recreation services must be planned intelligently. An inventory of all current facilities, programs, and services is required in order to determine total resources, needs, and deficiencies. Each community should have a master, long-range plan relating to all existing and potential areas and facilities. It is important that this plan include recommendations with regard to (a) functional design of individual areas and facilities, (b) schedule of priorities for development and should also be related to comprehensive and total planning.

Legislation

1. Every community should have broad recreation legislation, either through ordinance or charter, making it possible to establish and operate local recreation programs and services with tax funds.

2. Each state should have a broad recreation enabling act to make it possible for a single community or combination of communities to provide public recreation programs for their people within and without their community.

* * * * *

Finance

1. One prime measure of any community recreation system is the amount of money available for its operation. A community recreation system may be likened to a tripod, the legs of which are com-

posed of (a) facilities, (b) program, (c) leadership. The size and strength of these three basic supports depend upon the amount of money that is available for each. The larger the appropriations the more adequate the recreation system.

2. Maximum utilization of recreation facilities is only possible where ample funds are available for leadership and program and where full operational and maintenance funds are provided.

3. The relationship of operational costs and capital expenditures must be borne constantly in mind, and recreation plans should anticipate and provide for additional operational and maintenance costs where additional facilities are to be added.

4. Long-range recreation planning and full coordination of all community recreation forces are essential to the financing of a recreation system.

5. Recreation systems for the Nation as a whole are inadequately financed. Each community should study its own needs and initiate action toward meeting deficiencies. The first steps in such a study will be consideration of the three "whats" of planning: What do we have? What do we need? What can we do about it?

Areas and Facilities

1. The community should have a plan for the systematic development of facilities for all public and private services to the community and to the family including recreation and related services.

2. In designing community buildings and planning area developments, provisions for maximum use, and where possible, for multiple use, are of primary importance. School buildings, certainly in small towns, should include provisions for all community services to children and families and for community recreational and educational activities.

3. Public and private agencies should cooperate in coordinating the use of their facilities and in planning future developments.

4. Local responsibility for the provision of facilities. The recreation commission or a recreation advisory council should reach an agreement with officials on a long-term plan regarding the location of facilities in all neighborhoods. This plan should include:

- (a) Policies on land acquisition and site selection.
- (b) Recreation departments, councils of social agencies, school boards, park departments, citizens' groups, should use the press, radio, and the screen to interpret to the general public the meaning and need of adequate recreation facilities. Legal counsel, councilmen, and recreation administrators should

work for adequate local legislation and enabling state legislation for financing recreation facilities.

5. The state's role with regard to facilities:

- (a) State legislation may be permissive, allowing communities of all classes to acquire, maintain, and operate facilities; or it may be regulatory, such as the Illinois law setting minimum sanitary requirements for swimming pools and bathing beaches.
- (b) The provision of extraordinary facilities in the way of state parks, demonstration recreation areas, demonstration farms for boys and girls, and other organized camping opportunities.
- (c) Urban redevelopment laws permitting cities to clear blighted areas in slum sections of cities, and to redevelop parts of them for recreation facilities.

6. Federal role in recreation facilities:

- (a) Conducting research in facility planning.
- (b) Studying costs of operating and maintaining recreation facilities and services.
- (c) Studying methods of managing recreation facilities and services using volunteer, as well as paid, assistance.
- (d) Consultation service on state legislative practices to help communities and counties acquire facilities.
- (e) Studies and consultative service on the design, financing, and operation of recreation facilities and services.
- (f) Study of practices with regard to fees and charges.

Leadership

1. Leadership is the keystone of a recreation system. It must be exercised in administration supervision, and in direct on-the-spot situations.

2. American recreation leadership should concern itself with the guidance of movies, comic strips, etc., into channels beneficial to youth.

3. Leaders must supplement the efforts of parents in skill teaching.

4. Leadership must plan and conduct a program to channel youth energies positively.

5. Leadership in voluntary activities must try to influence conduct.

6. Leaders must possess knowledge and understanding of people, know how to lead democrati-

cally, and know the community. They must have skills in working with people.

7. Leaders should have specialized skill in one major field; know enough of others to organize activity.

8. Communities should select leaders qualified by training and experience; should demand of them standards of performance. They should be certified by civil service or be under some form of merit system. For executive and supervisory positions, local residence should be waived as a preliminary requirement.

9. Recreation workers should be employed year around with salaries commensurate to training and experience and at least equal to the best practices in the teaching profession.

10. Recreation is a special area that demands professional training. All accredited institutions (colleges and universities) training recreational leaders should establish an interdepartmental committee to plan for the most effective utilization of all of their resources to outline the contribution of the various departments and courses and programs for the preparation of such leaders, to most effectively meet the recreational needs of society.

11. Training must begin with the job analysis and study of the level of service.

12. Volunteer leaders may be used but must be trained and supervised. They should understand the nature and significance of recreation, its principles and methods of leadership.

Governmental Relationships in Recreation— Federal, State and Local

1. The first and paramount responsibility for community recreation rests with the local community.

2. Supplementary technical assistance should be available to communities, upon request, as, if, and when it is needed.

3. State recreation services to political subdivisions should be of an informational, research, coordinating, and stimulating nature.

4. Federal Government recreation services to the States should be of an informational, research, coordinating, and stimulating nature.

5. Local, State, Federal Governments should cooperate closely toward the common end of improving community recreation services.

Statements by Liaison Committees

Statement Regarding Relationship Between Recreation and the Police

Recreation departments, in carrying out their accepted responsibility, should welcome heartily the cooperation and help of police departments. However, the Recreation Panel believes that the organization and conduct of recreation programs, youth centers and boys' clubs should be left to recreation departments and voluntary agencies primarily concerned with such services.

Statement on the Influence of Radio, Motion Pictures, and Publications on Youth

1. The young people of America find greater attraction and invest more time and money in mass entertainment media, such as radio, motion pictures, newspaper comic strips, cartoon books, and magazines, than they do on all forms of organized recreational activities combined. Therefore, the tremendous influence on the thoughts and behavior of our youth as a result of these modern methods of expression cannot be overestimated. It is undoubtedly true that many producers, directors, and publishers have earnestly attempted to use their respective media as a beneficial factor in the guidance of youth. On the other hand, it cannot be denied that there is a strong popular belief that our present high juvenile delinquency rate is due in no small part to the ever-increasing emphasis on violence and horror in these entertainment media. It has been stated that this popular assumption can neither be supported nor refuted in fact because all scientific studies to date fail to produce valid conclusions that may be used as a basis for guiding the various industries involved.

2. Although parents are the greatest controlling factors in determining the leisure-time pursuits of children, our recreation leaders have been delinquent to a large degree in failing to use their association with youth to inculcate a discriminating taste for higher types of amusement. Further, in too few instances have recreation administrators joined forces with local commercial amusement operators in planning an integrated and constructive community recreation program. This alliance represents the positive approach whereby modern entertainment media can complement rather than be in conflict with any phase of public or community recreation.

New Publications in the Leisure Time Field

Let's Adventure in Friendliness—For Juniors. Let's Adventure in Friendliness—For Teen-Agers

Published by The Girls' Friendly Society, U.S.A., 386 Fourth Avenue, New York. 35 cents each.

HERE ARE PROGRAMS full of suggestions for activities planned around the family, with sections on care of children, the group, the parish, the community and the world. It is excellent material for girls' club use, and will be very helpful in planning inter-racial and international programs. The focus is on the individual girl, but there are suggestions for leaders. Both books are attractively illustrated. Recommended.

Maintenance Costs of Public Tennis Courts

By Laurie Davidson Cox and Rhodell E. Owens. New York State College of Forestry, Syracuse University, Syracuse, New York. 80 cents.

THIS BOOK is a very complete study of tennis court maintenance and operation. It covers details such as court design, efficient grouping, comparative costs and qualities of various types of surfaces, basic construction with respect to grading and drainage, night lighting fees, maintenance standards, unit costs, annual use. It is worth careful study by any recreation department planning new tennis facilities, or analyzing its present tennis program. Recommended.

Your Move

LEARN CHECKERS FAST, by Tommie Wiswell. David McKay Company, Philadelphia, Pennsylvania. \$1.

FORCED CHECKERS, by Anker Jensen. David McKay Company, Philadelphia, Pennsylvania. \$1.50.

HAVE YOU ALWAYS LIKED CHECKERS and yet never had the opportunity to learn the game correctly? Then here are two books for you. They are excellent primers for students and average players with some attention for the experts, too.

Learn Checkers Fast is "an invitation to proficiency" from a former New York checkers champion, with valuable assistance from other checker masters. Model games on the basic seven openings, an extensive game section, an introduction to three-move checkers, chapters on the standard "Golden Dozen" positions, fundamental games, traps and shots, latest revised rules for match and tourney play are just a few of the features that will interest all who would be checker players.

Forced Checkers educates Mister Average Player and students in the rudiments of the game. "The purpose of this book is to present the minimum amount of play necessary for one to know in order to play a top-notch

game, without having to study 24 hours daily." Mr. Jensen, American correspondence champion, offers in his "compilation of unrestricted play" an analysis of openings and games, problems and illustrative games as played by champions, practical endings and solutions and other advice. For added attraction, there are a few pointers on first position by Alfred Jordan, another world's checker champion.

Layout, Building Designs, and Equipment for Y.M.C.A. Camps

By National Board, Young Men's Christian Association. Association Press, New York. \$3.00.

ALL WHO ARE CONCERNED with the planning and operation of camps will want to see this publication of 48 pages which is designed as a guide in the development of new camp projects and the rehabilitation of old facilities. It contains sketches and floor plans for many types of structures suggested for a camp with a capacity of 125. Each of these plans and sketches is accompanied by a brief statement pointing out the significant features. Sewage disposal systems receive special consideration. Although the publication is devoted largely to a consideration of unit facilities and structures, the importance of developing a master plan of the camp property is stressed early in the publication, which contains a suggested layout for a property of 45 acres.

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Recreation Training Institutes

May and June 1947

REYNOLD CARLSON
Nature Recreation

Muskegon, Mich.
May 19-23
Nashville, Tenn.
June 2-6
Columbia, S.C.
June 10-20

C. H. Hammond, Director of Recreation

Henry Hart, Educational Service, State Department of Conservation
C. West Jacocks, State Commission of Forestry

HELEN DAUNCEY†
Social Recreation

Maryville, Mo.
May 5-9
*Peoria, Ill.
June 2-6
*Lexington, Ky.
June 9-13
*Janesville, Wis.
June 16-17
*Beloit, Wis.
June 18-20

Mrs. Donna S. Eek, Chairman, Park and Recreation Commission

R. L. Horney, Superintendent of Recreation

Miss Anna S. Pherigo, Board of Park Commissioners

Pat Dawson, Department of Physical Education and Recreation, Janesville Public Schools

H. L. Jacobson, Department of Recreation, Board of Education

RUTH EHLERS
Social Recreation

Bridgeport, Conn.
May 5-9
*Akron, Ohio
May 12-16
Owensboro, Ky.
May 19-23
*Davenport, Iowa
June 9-13
Gates Mills, Ohio
May 19-24
Oglebay Institute
May 29-June 1

P. W. Swartz, Secretary, Council of Social Agencies, 211 State Street

A. E. Genter, Director of Recreation

W. F. Magee, General Secretary, Y.M.C.A.

Ted Corry, Director of Recreation

Mrs. Irving Gressle

E. N. Steckel, Oglebay Institute, Wheeling, W. Va.

ANNE LIVINGSTON
Social Recreation

Parkersburg, W. Va.
May 5-9
York, Pa.
May 19-21

W. D. Pearson, Director, Wood County Recreation Commission, 1811 St. Mary's Avenue

Mrs. Margaret Andrews, Superintendent of Recreation

John Cronin, Recreation Department

F. Y. Linton, Director, Parks and Recreation Department

FRANK STAPLES
Arts and Crafts

Boston, Mass.
May 19-30
State College, Pa.
June 4-6

Miss Blanche C. McGowan, Community Recreation Service of Boston, 739 Boylston Street

A. L. Baker, Agricultural Extension Service, Pennsylvania State College

GRACE WALKER
Creative Recreation

Rockford, Illinois
June 30-July 11

Miss Marguerite Cothorn, Booker Washington Center, 524 Kent Street

*Summer playground institutes

†Miss Dauncey is the Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls.

Staff workers of the National Recreation Association are also cooperating this summer in camp leadership training institutes in South Carolina and Tennessee. Reynold Carlson will direct the nature program at the South Carolina institute, which is listed above. H. G. Metcalf is to be director of the Tennessee institute at Montgomery Bell State Park. For further information regarding this institute write B. R. Allison at White Bluff, Tennessee.

“SO it is doubtless written in our destiny that we shall think together, as we shall dance together, act our plays together and play our instruments together. These are authentic ways of social life, for they are lived on the level of fine arts—on that level, in short, on which man makes his conscious selection of the materials of life and out of them constructs the kind of world which he desires.”

—H. A. Overstreet in
A Guide to Civilized Loafing